



HAMPDEN- SYDNEY COLLEGE

ACADEMIC CATALOGUE
1999-2000



HAMPDEN-SYDNEY COLLEGE

*For more than two centuries
Hampden-Sydney College has held
true to the ideals of her founders,
educating leader after leader
for country and Commonwealth,
all good men and good citizens
formed in an atmosphere
of sound learning.*

ACADEMIC CATALOGUE 1999-2000

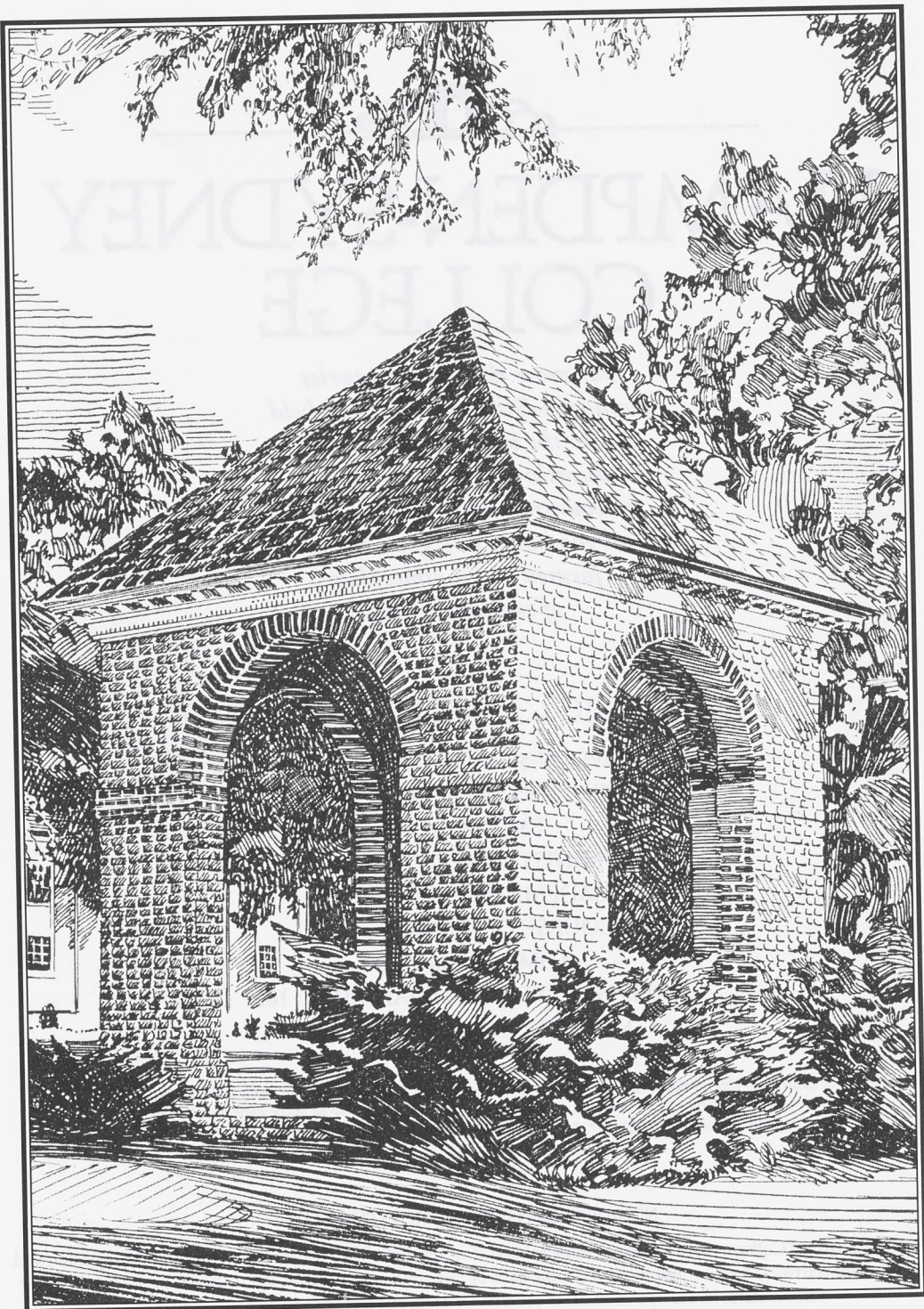
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The contents of this catalogue represent accurate information available at the time of publication (August 1999). However, during the time covered by this issue, it is reasonable to expect changes to be made with respect to this information without prior notice. Records of changes are on file and available for examination in the Office of the Dean of the Faculty.

NON-DISCRIMINATION POLICY STATEMENT

Hampden-Sydney College, while exempted from Subpart C of the Title IX regulation with respect to its admission and recruitment activities, does not discriminate on the basis of race, color, sex, religion, age, national origin, handicap, or veteran status in the operation of its educational programs and with respect to employment.

For information on this non-discrimination policy, contact the Office of Human Resources, Box 127,
Hampden-Sydney College, Hampden-Sydney, VA 23943, (804) 223-6220.



WATKINS BELL TOWER (1934)



HAMPDEN-SYDNEY COLLEGE

Hampden-Sydney College is a lively community seeking "to form good men and good citizens in an atmosphere of sound learning," as the original announcement of the College stated.

The College aims to instill in its students a commitment to sound scholarship through studies in the natural sciences, the humanities, and the social sciences; to cultivate qualities of character and moral discernment rooted in the Judeo-Christian tradition; to develop clear thinking and expression; to promote an understanding of the world and our place in it; to impart a comprehension of social institutions as a basis for intelligent citizenship and responsible leadership in a democracy; to prepare those with special interests and capacities for graduate and professional study; and to equip graduates for a rewarding and productive life.

Hampden-Sydney is a liberal arts college for men now enrolling 970 students. In continuous operation since November 1775, the College is one of the oldest institutions of higher learning in the United States in terms of its founding date and the oldest of the country's few remaining all-male colleges.

Hampden-Sydney is fully accredited by the Southern Association of Colleges and Schools and is a member of the Association of Virginia Colleges, the Association of American Colleges, the Southern University Conference, the College Entrance Examination Board, the American Chemical Society, and the College Scholarship Service.

There are 81 members of the full-time teaching faculty, and a varying number of adjunct professors, highly motivated and dedicated to teaching, for a student-faculty ratio of about 11:1. Nearly half of the graduating seniors enter graduate or professional school.

Part of the 820-acre campus, picturesquely set in Virginia's historic Southside, 70 miles southwest of Richmond, has been designated a National Historic Preservation Zone. Farmville, a town of 6500, is seven miles north. None of the eighteenth-century buildings survives, but the Federal architecture first used for the western portion of the Alamo (1817) has been maintained as the dominant style for the campus.

As of 31 March 1999 the endowment portfolios had a market value of approximately \$110.5 million. The operating budget for 1999-2000 is \$28.7 million.

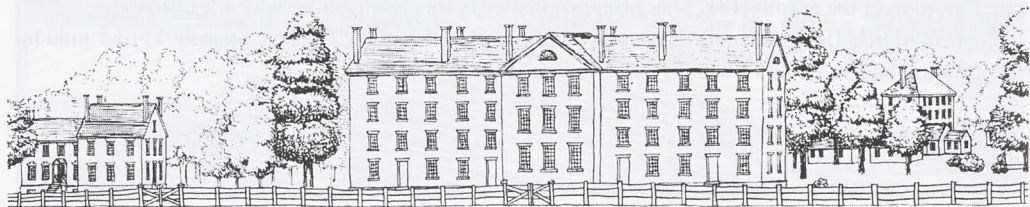
HAMPDEN-SYDNEY BEGAN as the southernmost representative of the "Log College" form of higher education established by the Scotch-Irish Presbyterians in America, whose academic ideal was the University of Edinburgh, seat of the Scottish Enlightenment.

The first president, at the suggestion of Dr. Witherspoon, the Scottish president of The College of New Jersey (now Princeton University), chose the name Hampden-Sydney to symbolize devotion to the principles of representative government and full civil and religious freedom which John Hampden (1594-1643) and Algernon Sydney (1622-1683) had outspokenly supported, and for which they had given their lives, in England's two great constitutional crises of the previous century. They were widely invoked as hero-martyrs by American colonial patriots, and their names immediately associated the College with the cause of independence championed by James Madison, Patrick Henry, and other less well-known but equally vigorous patriots who composed the College's first Board of Trustees. Indeed, the original students eagerly committed themselves to the revolutionary effort, organized a militia-company, drilled regularly, and went off to the defenses of Williamsburg and of Petersburg, in 1777 and 1778 respectively. Their uniform of hunting-shirts—dyed purple with the juice of pokeberries—and grey trousers justifies the College's traditional colors, garnet and grey.

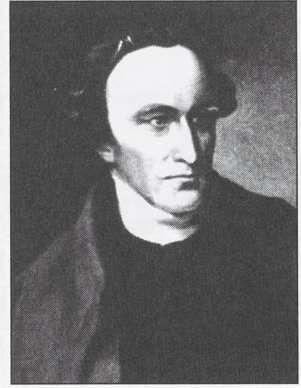
The College, first proposed in 1771, was formally organized in February 1775, when the Presbytery of Hanover, meeting at Nathaniel Venable's Slate Hill plantation (about two miles south of the present campus), accepted a gift of one hundred acres for the College, elected Trustees (most of whom were Episcopalian), and named as Rector (later President) the Rev. Samuel Stanhope Smith, valedictorian of the Princeton class of 1769, who had been actively promoting the idea of establishing a college in the heavily Scotch-Irish area of south-central Virginia since he began his ministry there in 1774. Within only ten months, Smith secured an adequate subscription of funds and an enrollment of 110 students. Intending to model the new college after his own alma mater, he journeyed to Princeton to secure the founding faculty, which included his younger brother, John Blair Smith. On that 1775 trip he also visited Philadelphia to enlist support and to purchase a library and scientific apparatus. Students and faculty gathered for the opening of the first winter term on 10 November 1775. The College has never suspended operations.

Early fund-raising efforts were varied (they included a state-sanctioned lottery) and vigorous; despite wartime inflation and other economic dislocations, financial support of and general interest in the College were sufficient guarantees of its viability that in 1783 the General Assembly granted by statute a charter of incorporation, partly written by Patrick Henry.

In its first fifty years the College prospered and gained the respect of the public and of the educational world. As early as the 1790s its influence was being felt elsewhere, as alumni and former presidents and faculty members began founding or organizing other institutions, including Union College, New York (1795), by ex-President J. B. Smith; Princeton Seminary (1812), by ex-President Archibald Alexander; and the University of Virginia (1819), by Joseph Carrington Cabell, class of 1800. The Medical College of Virginia



Hampden-Sydney College in 1840: from left to right, Steward's Hall (The Alamo), The College (Cushing Hall), and the 18th-century buildings.

*John Hampden**Algernon Sydney**Patrick Henry*

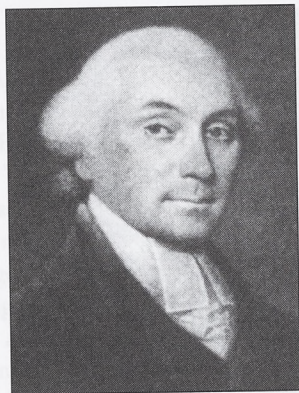
was established (1838) at Richmond as the medical department of Hampden-Sydney; Union Theological Seminary in Virginia (1822) was founded at Hampden-Sydney and occupied the south end of the present campus for some seventy-five years before its relocation in Richmond.

The College matured physically and academically through the first half of the nineteenth century, enjoying the services of some remarkably gifted leaders. Jonathan P. Cushing, a Dartmouth man and the first layman and first non-Presbyterian to be president, oversaw during his fourteen-year tenure (1821-1835) the abandonment of the College's original buildings in favor of the handsome Federal architecture which still distinguishes the campus; his greatest physical monument, Cushing Hall, which once housed the entire College operation, has recently undergone renovation. The world-renowned chemist, Dr. John W. Draper, who built the first camera to photograph a living person, was professor at Hampden-Sydney from 1836 to 1839.

Religious controversy, the nation's and Virginia's economic troubles, and the Civil War and its aftermath were for two generations the testing-fires of Hampden-Sydney as a stronghold of academic quality. Fortunately for the College, the longest-tenured of its presidents, the able and dedicated J. M. P. Atkinson, served from before the War through Reconstruction (1857-1883); he performed the remarkable feat of keeping the College solvent, while insistently upholding both disciplinary and academic standards. Once again, at the outset of war the student body organized a company, with the president as captain. These men, officially mustered as Company G, 20th Virginia Regiment, "The Hampden-Sydney Boys," saw action in the disaster of Rich Mountain (10 July 1861), were captured, and were paroled by General George B. McClellan on the condition that they return to their studies.

During the presidencies of Dr. Atkinson and his eminent successor, Dr. Richard McIlwaine, many features of current student life were introduced—social fraternities, sports, and student government, for example; other student activities flourished at their highest level, such as the literary, or debating, societies and musical clubs. In addition, in 1898 the Seminary moved to Richmond and a most generous alumnus, Major R. M. Venable, class of 1857, bought its buildings and gave them to the College, doubling the physical plant. The curriculum was expanded, strengthening the coherent tradition of liberal education which had become the hallmark of the College.

The twentieth century has seen the College add significantly to its academic offerings, while adhering to its liberal arts curriculum. The Rhetoric Program, with its emphasis on ensuring that all graduates write clearly, cogently, and grammatically, has been recognized generally as a major enhancement of the academic program. The Honors Program, which has doubled the number of its participants in recent years, has attracted to the College outstanding students from across the country. Offerings in the Fine Arts have been increased,

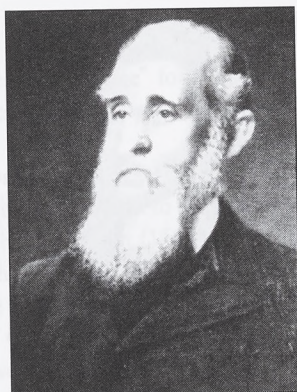


Samuel Stanhope Smith

Princeton University. Bequest of Alfred A. Woodhull, great-grandson of President Smith



Jonathan P. Cushing



Richard McIlwaine

and there is now a major in Fine Arts. Most recently, the College established the Center for Leadership in the Public Interest, which involves students, faculty, and the community in a wide variety of public-service and civic-education programs; included is the Public Service Certificate Program, in which students combine courses in ethics, economics, and political science in preparing for significant roles in government. In addition, the Hampden-Sydney Music Festival, with its combination of public performances by professional musicians and coaching sessions for young artists, has achieved national renown. A series of major symposia, beginning with one on the Vietnam War, which brought to the campus major figures in the war—both civilian and military—was instituted in the early part of the current decade. The College has also seen considerable building and other developments that have provided the facilities and personnel to continue its distinguished program. In recent years major projects involving renovation of older buildings and construction of new buildings—the latter including dormitories and a dining hall—have resulted in a modern campus that combines the beauty of the rural setting and the Federal architectural style with modern conveniences and up-to-date technology. The College provides an ideal living and learning environment for young men preparing for the 21st century.

Academic, social, and cultural programs of the College continue to be enriched, and Hampden-Sydney looks ahead with a wholesome optimism, bred of a sober integrity of mission coupled with a history of sound development, and made possible by an extraordinary succession of leaders and benefactors of rare ability, commitment, and vision.



Presidents and Trustees

PRESIDENTS OF THE COLLEGE

SAMUEL STANHOPE SMITH, B.A., D.D., LL.D.	1775-1779
JOHN BLAIR SMITH, B.A., D.D.	1779-1789
DRURY LACY, D.D. (Vice President and Acting President)	1789-1797
ARCHIBALD ALEXANDER, B.A., D.D., LL.D.	1797-1806
WILLIAM S. REID, D.D. (Vice President and Acting President)	1807
MOSES HOGE, D.D.	1807-1820
JONATHAN P. CUSHING, B.A., A.M. (Acting President)	1820-1821
(President)	1821-1835
GEORGE A. BAXTER, D.D. (Acting President)	1835
DANIEL LYNN CARROLL, B.A., D.D.	1835-1838
WILLIAM MAXWELL, B.A., LL.B., LL.D.	1838-1845
PATRICK J. SPARROW, D.D.	1845-1847
S. B. WILSON, D.D. (Acting President)	1847
F. S. SAMPSON, D.D. (Acting President)	1847-1848
CHARLES MARTIN, A.B., LL.D. (Acting President)	1848-1849, 1856-1857
LEWIS W. GREEN, B.A., D.D.	1849-1856
ALBERT L. HOLLADAY, M.A. (Died before taking office)	1856
JOHN M. P. ATKINSON, B.A., D.D.	1857-1883
RICHARD McILWAINE, B.A., D.D., LL.D.	1883-1904
JAMES R. THORNTON, A.M. (Acting President)	1904
W. H. WHITING, JR., B.A., A.M., LL.D. (Acting President)	1904-1905, 1908-1909
J. H. C. BAGBY, M.A., M.E., Ph.D. (Acting President)	1905
JAMES GRAY McALLISTER, B.A., B.D., D.D., LL.D., D. Litt.	1905-1908
HENRY TUCKER GRAHAM, B.A., B.D., D.D., LL.D.	1909-1917
ASHTON W. McWHORTER, B.A., A.M., Ph.D. (Acting President)	1917-1919
JOSEPH DuPUY EGGLESTON, A.B., A.M., LL.D.	1919-1939
EDGAR GRAHAM GAMMON, B.A., B.D., D.D., LL.D.	1939-1955
JOSEPH CLARKE ROBERT, A.B., A.M., Ph.D., Litt.D., LL.D.	1955-1960
THOMAS EDWARD GILMER, B.S., M.S., Ph.D., D.Sc.	1960-1963
WALTER TAYLOR REVELEY II, B.A., B.D., Ph.D., LL.D., D.Litt.	1963-1977
JOSIAH BUNTING III, B.A., B.A. (Oxon.), M.A. (Oxon.), D.Litt.	1977-1987
JAMES RICHARD LEUTZE, B.A., M.A., Ph.D.	1987-1990
JOHN SCOTT COLLEY, B.A., M.A., Ph.D., Litt.D. (Provost & Acting President) ..	1990-1991
RALPH ARTHUR ROSSUM, B.A., M.A., Ph.D.	1991-1992
SAMUEL VAUGHAN WILSON, LL.D.	1992-

BOARD OF TRUSTEES

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William C. Boinest '54	Chairman
Samuel V. Wilson	President
William F. Shumadine, Jr. '66	Vice-Chairman
John C. Ellis, Jr. '70	Secretary
C. Norman Krueger	Treasurer and Assistant Secretary

Class of 2000

Joseph L. Austin '71	Roanoke, Virginia
Charles L. Capito, Jr. '76	Charleston, West Virginia
Richard F. Cralle, Jr. '65	Farmville, Virginia
John C. Ellis, Jr. '70	Virginia Beach, Virginia
Allen Mead Ferguson	Richmond, Virginia
Robert R. Hatten '69	Newport News, Virginia
Charles Hill Jones, Jr.	Rumson, New Jersey
Earl F. Lockwood	Alexandria, Virginia
Henry H. McVey III '57	Richmond, Virginia
William F. Shumadine, Jr. '66	Richmond, Virginia

Class of 2001

Raymond B. Bottom, Jr. '51	Newport News, Virginia
A. Philip Cook, Jr.	Birmingham, Alabama
W. Birch Douglass III '65	Richmond, Virginia
Robert V. Hatcher, Jr. '51	Richmond, Virginia
Bruce B. Hopkins '72	Memphis, Tennessee
John G. Macfarlane III '76	Greenwich, Connecticut
William T. M. Newton '89	Jacksonville, Florida
John C. Parrott II '64	Roanoke, Virginia
Gordon D. Schreck '65	Charleston, South Carolina
Julious P. Smith, Jr. '65	Richmond, Virginia

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J. Robert Bray '60	Norfolk, Virginia
Royal E. Cabell, Jr. '43	Manakin-Sabot, Virginia
W. Randolph Chitwood, Jr. '68	Greenville, North Carolina
Scott M. Harwood '65	Farmville, Virginia
Roger H. W. Kirby '88	Richmond, Virginia
Willette L. LeHew '57	Norfolk, Virginia
David J. McKittrick '67	Longmont, Colorado
Richard C. Parker '81	Atlanta, Georgia
George P. Piros '75	Savannah, Georgia
Joseph F. Viar, Jr. '63	Alexandria, Virginia

Class of 2003

Charles W. Crist, Jr. '66	Roanoke, Virginia
Gene B. Dixon, Jr. '65	Dillwyn, Virginia
H. Hiter Harris III '83	Richmond, Virginia
Stephen L. Hughey '79	Houston, Texas
Robert W. King, Jr. '52	Charlotte, North Carolina
John B. Long '38	Knoxville, Tennessee
David G. Monette	Chesapeake, Virginia
Malcolm R. Myers '57	Mentor, Ohio
William C. Pannill '77	Martinsville, Virginia
Peter T. Worthen	Trussville, Alabama



Faculty

1999-2000 (By Rank)

GRAVES HAYDON THOMPSON, B.A., A.M.,
Ph.D., Litt.D. (1939, 1977) *Blair Professor
Emeritus of Latin*

JOSEPH BURNER CLOWER, B.A., B.D.,
Th.M., Th.D. (1954, 1977) *Professor Emeritus of
Bible and Religion*

PAUL LIVINGSTON GRIER, B.A., B.A.L.S.,
M.A.L.S. (1940, 1980) *Head Librarian Emeritus*

JOSEPH WILLARD WHITTED, B.S., M.A.,
Ph.D. (1949, 1981) *Professor Emeritus of Modern
Languages*

EDWARD ALEXANDER CRAWFORD, JR.,
B.S., M.A. (1963, 1987) *Professor Emeritus of
Biology*

FRANK JAMES SIMES, A.B., M.A., D.Ed.
(1967, 1987) *Professor Emeritus of Psychology*

DONALD RICHARD ORTNER, B.A., B.M.,
C.R.M., M.A., M.S., Ph.D. (1961, 1993) *Professor
Emeritus of Psychology and Sociology and College
Psychologist*. B.A., Northwestern College, 1944;
B.M., Illinois Wesleyan University, 1946; C.R.M.,
Wisconsin Lutheran Seminary, 1947; M.A.,
Eastern Michigan University, 1957; M.S., Virginia
Commonwealth University, 1980; Ph.D.,
Michigan State University, 1964.

EDWARD MARION KIESS, B.S., M.S., Ph.D.
(1968, 1993) *Professor Emeritus of Physics*

STEPHEN CADY COY, B.A., M.F.A., D.F.A.
(1981, 1993) *Professor Emeritus of Fine Arts*

HASSELL ALGERNON SIMPSON, B.S., M.A.,
Ph.D. (1962, 1995) *Professor Emeritus of English*

JORGE ANTONIO SILVEIRA, B.A., J.D., M.A.,
Ph.D. (1970, 1995) *Professor Emeritus of Modern
Languages*

RAY ALLEN GASKINS, B.S., Ph.D. (1970,
1997) *Professor Emeritus of Mathematics and
Computer Science*

OWEN LENNON NORMENT, JR., A.B., B.D.,
Th.M., Ph.D. (1966, 1998) *Professor Emeritus of
Religion*. A.B., University of North Carolina,
1955; B.D., Union Theological Seminary, 1958;
Th.M., Union Theological Seminary, 1959; Ph.D.,
Duke University, 1968.

WILLIAM ROBERT HENDLEY, B.A., Ph.D.
(1970, 1998) *Professor Emeritus of Economics*. B.A.,
Yale University, 1956; Ph.D., Duke University,
1966.

LEON NEELY BEARD, JR., B.A., Ph.D. (1968,
1999) *Professor Emeritus of Physics and Astronomy*.
A.B., Vanderbilt University, 1957; Ph.D.,
Vanderbilt University, 1967.

PAULE GOUNELLE KLINE, Licence, Diplôme,
Ph.D. (1983, 1997) *Associate Professor of Modern
Languages*, retired

GUSTAV FRANKE, B.S., M.A.T., M.A. (1965,
1981) *Assistant Professor of Mathematics and
Computer Science*, retired

L=On leave 1999-00.

F=On leave fall semester only.

S=On leave spring semester only.

NOTE: The first date in parentheses indicates the
year in which the faculty member began faculty
service at the College. The second date indicates the
year of appointment to the present rank.

WEYLAND THOMAS JOYNER, B.S., M.A., Ph.D. (1957, 1963) *Professor of Physics and Astronomy*. B.S., Hampden-Sydney College, 1951; M.A., Duke University, 1952; Ph.D., Duke University, 1955.

THOMAS TABB MAYO IV, B.S., M.S., Ph.D. (1962, 1967) *Professor of Mathematics and Computer Science*. B.S., Virginia Military Institute, 1954; M.S., University of Virginia, 1957; Ph.D., University of Virginia, 1960.

WILLIAM WENDELL PORTERFIELD, B.S., M.S., Ph.D. (1964, 1968) *Venable Professor of Chemistry and Faculty Marshal*. B.S., University of North Carolina, 1957; M.S., California Institute of Technology, 1960; Ph.D., University of North Carolina, 1962.

TULLY HUBERT TURNEY, JR., A.B., Ph.D. (1965, 1973) *Professor of Biology*. A.B., Oberlin College, 1958; Ph.D., University of North Carolina, 1963.

RONALD LYNTON HEINEMANN, B.A., M.A., Ph.D. (1968, 1981) *Squires Professor of History*. B.A., Dartmouth College, 1961; M.A., University of Virginia, 1967; Ph.D., University of Virginia, 1968.

HERBERT JAMES SIPE, JR., B.S., Ph.D. (1968, 1981) *Spalding Professor of Chemistry*. B.S., Juniata College, 1962; Ph.D., University of Wisconsin, 1969.

WILLIAM ALBERT SHEAR, A.B., M.A., Ph.D. (1974, 1981) *Patterson Professor of Biology*. A.B., College of Wooster, 1963; M.A., University of New Mexico, 1965; Ph.D., Harvard University, 1971.

ROBERT GRANT ROGERS, B.S., S.T.B., Ph.D. (1975, 1981) *Professor of Religion*. B.S., Ohio State University, 1960; S.T.B., Boston University School of Theology, 1963; Ph.D., Boston University, 1969.

AMOS LEE LAINE, B.A., M.A., Ph.D. (1968, 1982) *Trinkle Professor of History*. B.A., Randolph-Macon College, 1962; M.A., Duke University, 1965; Ph.D., Duke University, 1972.

JAMES YOUNG SIMMS, JR., A.B., M.A., Ph.D. (1968, 1982) *Elliott Professor of History*. A.B., University of Maryland, 1958; M.A., University of Maryland, 1965; Ph.D., University of Michigan, 1976.

CHARLES WAYNE TUCKER, B.A., M.A., Ph.D. (1972, 1983) *Professor of Classics*. B.A., Randolph-Macon College, 1960; M.A., University of Virginia, 1966; Ph.D., University of Virginia, 1972.

STANLEY ROBERT GEMBORYS, A.B., Ph.D. (1967, 1984) *Professor of Biology*. A.B., Dartmouth College, 1964; Ph.D., Auburn University, 1967.

LAWRENCE HENRY MARTIN, JR., B.A., M.A., Ph.D. (1969, 1984) *Professor of English and Dean of the Faculty*. B.A., Tufts University, 1964; M.A., University of Massachusetts, 1966; Ph.D., University of Massachusetts, 1969.

PAUL ANTHONY JAGASICH, B.A., B.S., M.A., Ph.D. (1973, 1986)^F *Professor of Modern Languages*. B.A., Apaczai Pedag. College, Budapest, Hungary, 1955; B.S., Eotvos Tud. Egyetem, Budapest, H., 1960; B.A., Eotvos Tud. Egyetem, Budapest, H., 1962; B.A., Eotvos Tud. Egyetem, Budapest, H., 1964; M.A., University of North Carolina, 1970; M.A., University of North Carolina, 1971; M.A., Middlebury College, 1983; Ph.D., University of North Carolina, 1973.

THOMAS EDWARD DEWOLFE, A.B., M.A., Ph.D. (1966, 1987) *Professor of Psychology*. A.B., Harvard University, 1954; M.A., Vanderbilt University, 1960; Ph.D., University of Houston, 1969.

GEORGE FRANKLIN BAGBY, JR., B.A., M.A., Ph.D. (1972, 1988) *Elliott Professor of English*. B.A., Haverford College, 1965; M.A., Yale University, 1968; Ph.D., Yale University, 1975.

JAMES ALEXANDER ARIETI, B.A., M.A., Ph.D. (1978, 1988) *Thompson Professor of Classics*. B.A., Grinnell College, 1969; M.A., Stanford University, 1972; Ph.D., Stanford University, 1972.

GERALD MORICE BRYCE, B.S., Ph.D. (1978, 1988) *Elliott Professor of Mathematics and Computer Science*. B.S., Denison University, 1967; Ph.D., University of Virginia, 1975.

DAVID EDMOND MARION, B.A., M.A., Ph.D. (1977, 1990)^S *Elliott Professor of Political Science*. B.A., Saint Anselm's College, 1970; M.A., University of New Hampshire, 1972; Ph.D., Northern Illinois University, 1977.

JAMES CHARLES KIDD, B.A., M.Mus., Ph.D. (1981, 1991) *Barger Professor of Fine Arts*. B.A., Williams College, 1963; M.Mus., Northwestern University, 1965; Ph.D., University of Chicago, 1973.

GERALD THOMAS CARNEY, B.A., M.A., Ph.D. (1982, 1992) *Professor of Religion and Associate Dean for Academic Support*. B.A., Cathedral College, 1966; M.A., Fordham University, 1973; Ph.D., Fordham University, 1979.

SAMUEL VAUGHAN WILSON, LL.D. (1984, 1992) *Professor of Political Science and President*. LL.D., Hampden-Sydney College, 1979.

KENNETH NEAL TOWNSEND, B.A., M.S., Ph.D. (1980, 1993) *Elliott Professor of Economics*. B.A., Louisiana State University, 1976; M.S., Louisiana State University, 1978; Ph.D., Louisiana State University, 1983.

DONALD AVERY KNIFFEN, B.S., M.A., Ph.D. (1991, 1993)^L *Elliott Professor of Physics and Astronomy*. B.S., Louisiana State University, 1959; M.A., Washington University, 1960; Ph.D., Catholic University of America, 1967.

DAVID WILLIAM GIBSON, B.A., M.B.A., CPA, CMA, D.B.A. (1979, 1994) *Professor of Economics*. B.A., University of Richmond, 1976; M.B.A., College of William and Mary, 1979; D.B.A., Nova Southeastern University, 1997.

CARL WILLIAM ANDERSON, B.S., M.S., Ph.D. (1986, 1994) *Elliott Professor of Chemistry*. B.S., University of Massachusetts, 1972; M.S., University of Cincinnati, 1975; Ph.D., University of Cincinnati, 1978.

MARY MONTGOMERY SAUNDERS, B.A., M.A., Ph.D. (1976, 1995)^L *Professor of English*. B.A., Duke University, 1966; M.A., University of Illinois, 1967; Ph.D., University of Illinois, 1974.

ROGER MILTON BARRUS, B.A., M.A., Ph.D. (1982, 1995) *Elliott Professor of Political Science*. B.A., Michigan State University, 1973; M.A., Harvard University, 1979; Ph.D., Harvard University, 1984.

JOHN LUSTER BRINKLEY, B.A., B.A. (Oxon.), M.A., M.A. (Oxon.) (1967, 1996) *Professor of Classics, Clerk of the Faculty, and College Historian*. B.A., Hampden-Sydney College, 1959; B.A., University of Oxford, 1962; M.A., Princeton University, 1965; M.A., University of Oxford, 1966.

ROBERT TOWNSEND HERDEGEN III, B.S., M.A., Ph.D. (1981, 1996) *Elliott Professor of Psychology*. B.S., Rockford College, 1974; M.A., University of Delaware, 1978; Ph.D., University of Delaware, 1981.

JAMES MARC SCHIFFER, B.A., M.A., Ph.D. (1985, 1996) *Elliott Professor of English*. B.A., University of Pennsylvania, 1973; M.A., University of Chicago, 1974; Ph.D., University of Chicago, 1980.

ANNE CASTEEN LUND, B.S., M.S., Ph.D. (1974, 1997) *Professor of Biology*. B.S., Longwood College, 1967; M.S., Emory University, 1968; Ph.D., Emory University, 1974.

ROBB TYSON KOETHER, B.S., M.A., Ph.D. (1981, 1997) *Professor of Mathematics and Computer Science*. B.S., University of Richmond, 1973; M.A., University of Oklahoma, 1974; Ph.D., University of Oklahoma, 1978.

JAMES F. PONTUSO, B.A., M.A., Ph.D. (1984, 1997) *Elliott Professor of Political Science*. B.A., University of Massachusetts, 1970; M.A., University of Virginia, 1977; Ph.D., University of Virginia, 1983.

ROXANN PRAZNIAK, B.A., M.A., Ph.D. (1987, 1997) *Elliott Professor of History*. B.A., University of California, 1970; M.A., San Francisco State University, 1973; Ph.D., University of California, 1981.

ELIZABETH JANE DEIS, B.A., M.A., Ph.D. (1983, 1999) *Elliott Professor of Rhetoric and Humanities*. B.A., College of William and Mary, 1973; M.A., Duke University, 1976; Ph.D., Duke University, 1985.

LOWELL THOMAS FRYE, B.A., M.A., Ph.D. (1983, 1999) *Elliott Professor of Rhetoric and Humanities*. B.A., St. John's University, 1975; M.A., Duke University, 1976; Ph.D., Duke University, 1984.

GEORGE DANIEL WEESE, A.B., Ph.D. (1989, 1999) *Professor of Psychology*. A.B., Washington University, 1972; Ph.D., Indiana University, 1983.

W. RANDOLPH JOHNSON, Jr., B.S., M.S., Ph.D. (1994) *Visiting Professor of Chemistry*. B.S., North Carolina Central University, 1950; M.S., University of Notre Dame, 1952; Ph.D., University of Pennsylvania, 1958.

WILLIAM B. JONES, A.B., J.D. (1996) *Visiting Professor of Political Science*. A.B., University of California at Los Angeles, 1949; J.D., University of Southern California School of Law, 1952.

VINCENT ALBERT IVERSON, B.A., S.T.B., M.A., Ph.D. (1967, 1974) *Associate Professor of Philosophy*. B.A., University of Minnesota, 1959; S.T.B., Harvard Divinity School, 1962; M.A., Yale University, 1964; Ph.D., Yale University, 1968.

KEITH WILLIAM FITCH, B.S., M.A., Ph.D. (1972, 1978) *Associate Professor of History*. B.S., Purdue University, 1960; M.A., Purdue University, 1968; Ph.D., Purdue University, 1972.

DAVID STEVEN PELLAND, A.B., Ph.D. (1981, 1984) *Associate Professor of Mathematics and Computer Science and Associate Dean of the Faculty*. A.B., Dartmouth College, 1973; Ph.D., Wesleyan University, 1978.

PAUL HAROLD MUELLER, B.A., Ph.D. (1985, 1989) *Associate Professor of Chemistry*. B.A., St. Olaf College, 1975; Ph.D., Northwestern University, 1980.

KEVIN MICHAEL DUNN, B.S., Ph.D. (1986, 1992) *Associate Professor of Chemistry*. B.S., University of Chicago, 1981; Ph.D., University of Texas, 1986.

JOSEPH MICHAEL BERMAN, B.S., Sc.M., Ph.D. (1987, 1992) *Associate Professor of Mathematics and Computer Science*. B.S., University of Florida, 1961; Sc.M., Brown University, 1970; Ph.D. University of Rhode Island, 1980.

RALPH SIDNEY HATTOX, B.S.F.S., M.A., Ph.D. (1989, 1992) *Elliott Associate Professor of History*. B.S.F.S., Georgetown University, 1976; M.A., Princeton University, 1981; Ph.D., Princeton University, 1982.

ROBERT GIVEN HALL, B.A., M.Div., Ph.D. (1985, 1993) *Elliott Associate Professor of Religion*. B.A., Davidson College, 1975; M.Div., Gordon-Conwell Theological Seminary, 1978; Ph.D., Duke University, 1987.

DAVID DODGE LEWIS, B.S., M.A., M.F.A. (1987, 1993) *Elliott Associate Professor of Fine Arts*. B.S., University of Southern Maine, 1974; M.A., East Carolina University, 1981; M.F.A., East Carolina University, 1987.

JOHN HIATT EASTBY, B.A., M.A., Ph.D. (1989, 1993) *Elliott Associate Professor of Political Science*. B.A., Augustana College, 1975; M.A., University of Virginia, 1978; Ph.D., University of Virginia, 1983.

EDWARD WILLIAM DEVLIN, B.S., M.A., Ph.D. (1990, 1993) *Elliott Associate Professor of Biology*. B.S., University of Maryland, 1972; M.A., Bemidji State University, 1978; Ph.D., North Dakota State University, 1982.

STANLEY ALAN CHEYNE, B.A., M.A., Ph.D. (1990, 1996) *Associate Professor of Physics and Astronomy*. B.A., Hendrix College, 1984; M.A., University of Mississippi, 1986; Ph.D., University of Mississippi, 1989.

PATRICK ALAN WILSON, B.A., M.A., Ph.D. (1990, 1996) *Associate Professor of Philosophy*. B.A., University of Dallas, 1984; M.A., University of Notre Dame, 1986; Ph.D., University of Notre Dame, 1989.

ANTHONY MICHAEL CARILLI, B.A., M.A., Ph.D. (1991, 1997) *Associate Professor of Economics*. B.A., Hartwick College, 1983; M.A., Northeastern University, 1987; Ph.D., Northeastern University, 1991.

ANDRZEJ RUSEWICZ, B.S., M.S., Ph.D. (1991, 1997) *Associate Professor of Mathematics and Computer Science*. B.S., University of Minnesota, 1985; M.S., University of Minnesota, 1987; Ph.D., University of Minnesota, 1991.

KENNETH DUANE LEHMAN, B.A., M.A., Ph.D. (1992, 1998) *Elliott Associate Professor of History*. B.A., Eastern Mennonite College, 1969; M.A., University of New Mexico, 1985; Ph.D., University of Texas at Austin, 1992.

ALEXANDER JOHN WERTH, B.S., M.A., Ph.D. (1992, 1998) *Elliott Associate Professor of Biology*. B.S., Duke University, 1985; A.M., Harvard University, 1987; Ph.D., Harvard University, 1992.

DANIEL GLENN MOSSLER, B.A., M.A., Ph.D. (1993, 1998) *Elliott Associate Professor of Psychology*. B.A., University of Texas, 1973; M.A., University of Virginia, 1975; Ph.D., University of Virginia, 1978.

THOMAS VALENTE, B.A., M.A., Ph.D. (1993, 1999)^S *Associate Professor of Mathematics and Computer Science*. B.A., Colgate University, 1978; M.A., Wesleyan University, 1981; Ph.D., Rensselaer Polytechnic Institute, 1992.

KATHERINE JANE WEESE, B.A., M.A., Ph.D. (1993)^S *Elliott Associate Professor of English*. B.A., Williams College, 1987; M.A., University of Wisconsin, 1988; Ph.D., University of Wisconsin, 1993.

SARANNA ROBINSON THORNTON, B.A., M.P.A., Ph.D. (1996, 1999) *Elliott Associate Professor of Economics*. B.A., Colby College, 1981; M.P.A., University of Texas, 1985; Ph.D., Carnegie Mellon University, 1989.

VICTOR NICHOLAS CABAS, JR., B.A., Ph.D. (1982, 1990) *Adjunct Associate Professor of Rhetoric*. B.A., University of Virginia, 1970; Ph.D., State University of New York at Buffalo, 1974.

LEON McCLAIN COHEN, B.S., M.S. (1986, 1993) *Adjunct Associate Professor of Mathematics*. B.S., Emory University, 1983; M.S., University of Virginia, 1986.

ROSALIND WARFIELD-BROWN, B.A., M.A. (1985, 1994) *Adjunct Associate Professor of Rhetoric*. B.A., Randolph-Macon Woman's College, 1967; M.A., Boston College, 1972.

THOMAS JOSEPH O'GRADY, B.A., M.A. (1974, 1996) *Adjunct Associate Professor of English and Poet-in-Residence*. B.A., University of Baltimore, 1966; M.A., Johns Hopkins University, 1967.

PAMELA STENT LANGLOIS, B.A. (Cantab.), M.A. (Cantab.), Ph.D. (1987, 1996) *Adjunct Associate Professor of History*. B.A., Cambridge University, 1961; M.A., Cambridge University, 1965; Ph.D., University of Massachusetts, 1979.

SUSAN PEPPER ROBBINS, B.A., M.A., Ph.D. (1988, 1996) *Adjunct Associate Professor of Rhetoric*. B.A., Westhampton College, 1964; M.A., University of Virginia, 1966; Ph.D., University of Virginia, 1976.

DIANA AKERS RHOADS, A.B., A.M., Ph.D. (1985, 1997) *Adjunct Associate Professor of Rhetoric and English*. A.B., Smith College, 1966; A.M., Boston University, 1969; Ph.D., University of Virginia, 1979.

BRONWYN SOUTHWORTH O'GRADY, B.A., M.A. (1989, 1999) *Adjunct Associate Professor of Rhetoric*. B.A., Towson State University, 1968; M.A., Johns Hopkins University, 1972.

WILLIAM JOSEPH WOODARD, B.A., M.S. (1994) *Assistant Professor of Modern Languages*. B.A., George Mason University, 1988; M.S., Georgetown University, 1990.

JANA MARIE DEJONG, B.A., M.A., Ph.D. (1995) *Assistant Professor of Modern Languages*. B.A., Central College, 1986; M.A., Bryn Mawr College, 1988; Ph.D., University of Colorado at Boulder, 1995.

SARAH BOYKIN HARDY, B.A., M.A., Ph.D. (1995) *Assistant Professor of English*. B.A., Stanford University, 1984; M.A., Princeton University, 1989; Ph.D., Princeton University, 1993.

JAMES DALE JANOWSKI, B.A., M.A., Ph.D. (1995) *Assistant Professor of Philosophy*. B.A., Colorado State University, 1983; M.A., University of Calgary, 1985; Ph.D., University of Illinois at Urbana-Champaign, 1997.

PETER MICHAEL MITIAS, B.A., M.S., Ph.D. (1996) *Elliott Assistant Professor of Economics*. B.A., Millsaps College, 1990; M.S., Louisiana State University, 1993; Ph.D., Louisiana State University, 1997.

SHIRLEY KAGAN, B.A., M.A. (1997) *Assistant Professor of Theater*. B.A., Williams College, 1989; M.A., University of Hawaii at Manoa, 1996.

JOAN E. McRAE, B.A., M.A., Ph.D. (1997) *Assistant Professor of Modern Languages*. B.A., Agnes Scott College, 1986; M.A., Middlebury College, 1989; Ph.D., University of Virginia, 1997.

CAROLINE S. EMMONS, B.A., M.A., Ph.D. (1998) *Assistant Professor of History*. B.A., Florida State University, 1987; M.A., Florida State University, 1992; Ph.D., Florida State University, 1998.

JOHN DAVID RAMSEY, B.A., M.Div. (1998) *Assistant Professor of Religion*. B.A., Davidson College, 1987; M.Div., Duke University, 1992

WALTER CARLTON McDERMOTT III, B.S.S.E., M.S., Ph.D. (1998,1999) *Assistant Professor of Physics and Astronomy*. B.S.S.E., Old Dominion University, 1988; M.S., Old Dominion University, 1991; Ph.D., Old Dominion University, 1996.

RENEE M. SEVERIN, B.A., M.A. (1998,1999) *Assistant Professor of French*. B.A., Randolph-Macon Woman's College, 1983; M.A., University of Virginia, 1988.

SUSAN MANELL SMITH, B.A., M.A., Ph.D. (1998,1999) *Assistant Professor of Spanish*. B.A., California Lutheran College, 1966; M.A., University of Virginia, 1993; Ph.D., University of Virginia, 1998.

MICHAEL J. DOUGHERTY, B.A., Ph.D. (1999) *Assistant Professor of Biology*. B.A., University of Colorado, 1986; Ph.D., University of Massachusetts, 1993.

SANDRA WOOD HEINEMANN, B.A., M.A.L.S. (1976, 1989) *Catalogue Librarian*. B.A., Bucknell University, 1962; M.A.L.S., University of Michigan, 1976.

CATHERINE BARBOUR POLLARI, B.S., M.Ed., M.L.S. (1985, 1991) *Reference Librarian*. B.S., Virginia Polytechnic Institute, 1961; M.Ed., University of Virginia, 1965; M.L.S., University of Maryland, 1976.

SHARON IOWA GOAD, B.S., M.A., M.L.I.S., Ph.D. (1993) *Director of Eggleston Library and Fuqua International Communications Center*. B.S., University of Tennessee, 1970; M.A., University of Missouri, 1973; M.L.I.S., Louisiana State University, 1984; Ph.D., University of Georgia, 1978.

DAVID NELSON ELLSWORTH, B.A., M.A. (1996) *Media Librarian*. B.A., University of Virginia, 1982; M.A., Appalachian State University, 1996.

CHANDRA L. GIGLIOTTI-GURIDI, B.S., M.A., M.S.L.S. (1996) *Public Services Librarian*. B.S., Indiana University of Pennsylvania, 1986; M.A., Indiana University of Pennsylvania, 1989; M.S.L.S., Clarion University of Pennsylvania, 1989.

JUDSON B. TRAPNELL, B.A., M.Div., Ph.D. (1997) *Visiting Assistant Professor of Religion*. B.A., Maharishi International University, 1979; M.Div., Yale University Divinity School, 1982; Ph.D., Catholic University of America, 1993.

JOSEFA ESCRIBANO CONDE, B.A., M.A. (1998) *Visiting Assistant Professor of Spanish*. B.A., University of Utah, 1992; M.A., University of Utah, 1994.

ALLISON M. CUMMINGS, B.A., M.A., Ph.D. (1998) *Visiting Assistant Professor of English*. B.A., Reed College, 1986; M.A., University of Wisconsin-Madison, 1989; Ph.D., University of Wisconsin-Madison, 1995.

GREGORY M. DEMPSTER, B.S., M.B.A. (1998) *Visiting Assistant Professor of Economics*. B.S., Louisiana State University, 1990; M.B.A., Louisiana State University, 1993.

EVAN R. DAVIS, B.A., M.A., Ph.D (1998,1999) *Visiting Assistant Professor of English*. B.A., Williams College, 1989; M.A., Indiana University, 1992; Ph.D., Indiana University, 1998.

LEWIS WORTHINGTON, B.A., M.S.M. (1998) *Visiting Assistant Professor of Music*. B.A., Texas Wesleyan University, 1988; M.S.M., Emory University, 1993.

STEVEN D. BLOOM, B.A., Ph.D. (1999) *Visiting Assistant Professor of Physics and Astronomy*. B.A., Columbia University, 1987; Ph.D., Boston University, 1994.

ANDREW J. COSTELLO, B.S., M.A., Ph.D. (1999) *Visiting Assistant Professor of Mathematics*. B.S., St. Joseph's College, 1967; M.A., University of Virginia, 1969; Ph.D., University of Virginia, 1972.

CLAIRE E. DEAL, B.A., M.A., M.F.A. (1999) *Visiting Assistant Professor of Rhetoric*. B.A., Mercer University, 1983; M.A., Furman University, 1985; M.F.A., University of North Carolina at Greensboro, 1990.

JUSTIN P. ISAACS, B.A. (1999) *Visiting Assistant Professor of Economics*. B.A., Hampden Sydney College, 1995.

SUSAN L. SOUTHWORTH, B.A., M.A. (1999) *Visiting Assistant Professor of Spanish*. B.A., University of Virginia, 1990; M.A., University of Virginia, 1994.

WARNER R. WINBORNE, B.A., M.A. (1999) *Visiting Assistant Professor of Political Science*. B.A., Hampden-Sydney College, 1988; M.A. Northern Illinois University, 1993.

ROBERT P. WEBBER, B.A., M.S., Ph.D. (1976) *Lecturer in Mathematics*. B.A., University of Richmond, 1966; M.S., Stephen F. Austin College, 1967; Ph.D., University of Tennessee, 1972.

CHARLES KIRK PILKINGTON, B.A., M.A. (1985) *Lecturer in History*. B.A., University of Mississippi, 1976; M.A., University of Virginia, 1979.

DIANNE O'DONNELL MARION, B.A., M.A. (1991) *Lecturer in Rhetoric*. B.A., Notre Dame College, 1970; M.A., Longwood College, 1989.

PAMELA P. FOX, B.F.A., M.F.A. (1993) *Lecturer in Fine Arts*. B.F.A., Virginia Commonwealth University, 1980; M.F.A., Virginia Commonwealth University, 1990.

CYNTHIA H. KOETHER, B.S., M.S. (1997) *Lecturer in Mathematics*. B.S., Mary Washington College, 1970; M.S., University of Oklahoma, 1976.

MARIFLO SANDERS STEPHENS, B.S., M.F.A. (1997) *Lecturer in Rhetoric*. B.S., James Madison University, 1973; M.F.A., University of Virginia, 1989.

MARY PREVO, B.A., M.A. (1998) *Lecturer in Fine Arts*. B.A., State University College at New Paltz, 1977; M.A., Columbia University, 1979.

MATTHEW R. DUBROFF, B.A., M.F.A. (1999) *Lecturer in Fine Arts*. B.A., Williams College, 1990; M.F.A., University of Hawaii, 1996.

GRANT M. JENKINS, B.A., M.A., Ph.D. (1999) *Lecturer in Rhetoric*. B.A., University of Texas at Austin, 1991; M.A. University of Notre Dame, 1995; Ph.D. University of Notre Dame, 1999.

JOSEPH MILLER, B.A., M.A. (1999) *Lecturer in Rhetoric*. B.A., Hampden Sydney College, 1994; M.A., Virginia Polytechnic Institute and State University, 1997.

CATHERINE B. MITIAS, B.S., M.S. (1999) *Lecturer in Economics*. B.S., Louisiana State University, 1989; M.S., Louisiana State University, 1993.

KEITH ALAN SPROUSE, B.A., M.A. (1999) *Lecturer in French*. B.A., Illinois State University, 1992; M.A., Illinois State University, 1994.

ULRIKE KALT WILSON, M.A., M.A., M.A. (1999) *Lecturer in German*. M.A., Johannes Gutenberg Universität, 1979; M.A., York University, 1980; M.A. Staatliches Studienseminar, 1982.

COMMITTEES OF THE FACULTY

The Committees of the Faculty meet regularly throughout the academic year. Through their members suggestions about College business or policy may be made. The major committees, Academic Affairs, Faculty Affairs, and Student Affairs, Budget-Audit, Grievance, and their subcommittees are listed below with their areas of responsibility and the names and terms of their members. Numbers in parentheses indicate the last year in office of full-term members; numbers in square brackets indicate one-year surrogates.

ACADEMIC AFFAIRS COMMITTEE

Responsible for general educational policy, new academic programs and departments, curriculum and course approval, non-classroom educational resources (e.g., audiovisual materials, computer programs, library), remedial and study skills programs, academic calendar, nominations of committee members where needed, and emergency action on behalf of the faculty. Also serves as the Executive Committee of the faculty between faculty meetings. May establish subcommittees and ad hoc committees, for purposes definite, to report to it.

Membership:

- 3 faculty members, one from each division, elected by each division, for 3-year staggered terms: Lewis (00), Cohen (01), Pontuso (02)
 - 1 faculty member elected at large annually: Lehman
 - 1 faculty member appointed by the President annually after the election of the above: R. Heinemann (00)
 - 1 student elected annually in the Spring by faculty members of the Committee (save for Executive Committee business): D.C. Phillips
- Dean of the Faculty, *ex officio*: Martin
Chair, elected from within the Committee: TBA

Admissions and Financial Aid Committee

A subcommittee of the Academic Affairs Committee, responsible for supervision and implementation of the admissions and financial-aid policy established by the faculty.

Membership:

- 3 faculty members, one elected at large each year, for 3-year staggered terms: Sipe (00), R. Heinemann (01), Mossler (02)
 - 1 faculty member appointed annually by the President, after the above election: Carney
- Dean of Students, *ex officio*: Drew
Chair (Dean of Admissions, *ex officio*): Garland
(The Chair shall invite such other members of the Administration as shall be appropriate to attend meetings when needed.)

Assessment Committee

A subcommittee of the Academic Affairs Committee, responsible for coordinating departmental and program assessments, recommending approaches to assessment to departments and programs, working with visiting assessment teams, and making recommendations on future assessment strategies to the Dean of the Faculty.

Membership:

- 3 faculty members, one from each division, elected by the division, for 3-year staggered terms: Valente (00), Townsend (01), P. Wilson (02)
- Dean of the Faculty, *ex officio*: Martin
1 faculty member appointed by the Dean of the Faculty for a 3-year term: Herdegen (02)
Chair, appointed by the Dean of the Faculty for a 3-year term: Valente (00)

Health Sciences Committee

A subcommittee of the Academic Affairs Committee, responsible for advice and counsel for premedical and pre dental students; liaison with schools of dentistry, medicine, and osteopathic medicine; preparation of recommendations for applicants to such schools.

Membership:

- 4 faculty members, at least two of whom should represent the natural sciences, appointed by the President for 4-year staggered terms: McDermott [00], Werth (01), Lund (02), TBA (03)
- Chair, appointed annually by the Dean of the Faculty: Lund

Honors Council

A subcommittee of the Academic Affairs Committee, responsible for recruitment of honors scholars; coordination of departmental honors for juniors and seniors; administration of a program of book seminars, lectures, and cultural events; administration of Introductory Honors Program; administration of the Merit Scholarship program.

Membership:

- 1 faculty recruitment assistant: Cohen
 - 3 faculty members, one from each division, appointed by the Dean of the faculty for 3-year staggered terms: K. Weese/Smith (00), Eastby (01), Mueller (02)
 - 2 students drawn from the ranks of merit scholars (one either a junior or senior and one either a freshman or sophomore), appointed by the Dean of the Faculty on the recommendation of the Director of the Honors Program: TBA
- Dean of the Faculty, *ex officio*: Martin
Director, appointed by the Dean of the Faculty from the ranks of the Faculty: Frye

Human Research Review Committee

A subcommittee of the Academic Affairs Committee, responsible for reviewing those research activities on human subjects that are described in the statutes of the Commonwealth of Virginia and Department of Health and Human Services federal regulations.

Membership:

- 3 faculty members (tenured or non-tenured), one from each division, appointed for 3-year staggered terms by the Dean of the Faculty: Mossler (00), Janowski (01), Devlin (02)
 - 1 student appointed annually by the Dean of Students: B. M. Baber
 - 1 member of the administrative staff appointed for a 3-year term by the President: Garland (00)
 - 1 member of the community, not otherwise associated with the College nor an immediate family member of a person associated with the College, appointed for a 3-year term by the Dean of the Faculty: Sedgewick (01)
- Alternates appointed as necessary by the Dean of the Faculty
- Dean of the Faculty, *ex officio*: Martin
- Chair, appointed annually by the Dean of the Faculty from within the committee: Mossler

International Studies Committee

A subcommittee of the Academic Affairs Committee, responsible for generating and evaluating programs entailing foreign study, promotion of participation in such study, and screening applicants for foreign study.

Membership:

- 3 faculty members, one from each division, elected by the division, for 3-year staggered terms: McRae (00), M. Berman (01), Eastby (02)
 - 1 faculty member elected at large annually: Schiffer
 - 1 faculty member appointed annually by the Dean of the Faculty: Rogers
- Coordinator of International Study, *ex officio*: Sercombe
- Chair, elected from within the Committee: TBA

FACULTY AFFAIRS COMMITTEE

Responsible for advice on faculty hiring, promotion, and tenure, and for development and implementation of procedures for faculty evaluation.

Membership:

- 3 faculty members (all tenured faculty), one elected from each division, by each division, for 3-year staggered terms: Mueller (00), Barrus (01), Deis (02)
 - 3 faculty members (all tenured faculty), one from each division, elected by the faculty as a whole, for 3-year staggered terms: Gibson (00), Tucker (01), Cheyne (02)
- Dean of the Faculty, without vote: Martin
- Chair, elected from within the Committee: Tucker

Committee on Professional Development

A subcommittee of the Faculty Affairs Committee, responsible for oversight of faculty research and development, including review of funded summer research and sabbaticals, development of general policy on support of faculty research, and planning and implementation of faculty development programs.

Membership:

- 3 faculty members (tenured or non-tenured), one elected from each division, by each division, for 3-year staggered terms: Goad (00), Rhoads (01), Werth (02)
 - 3 faculty members (all tenured faculty), one from each division, elected by the faculty as a whole, for 3-year staggered terms: Dunn (00), Eastby (01), Kidd (02)
- Dean of the Faculty, *ex officio*: Martin
- Chair, elected from within the Committee: TBA

Gender Issues Committee

A subcommittee of the Faculty Affairs Committee responsible for review and recommendation on concerns related to gender in the areas of college policy, curriculum, faculty evaluation, and cultural activities.

Membership:

- 3 faculty members, one elected from each division, by each division, for 3-year staggered terms: Schiffer (00), Anderson (01), Emmons (02)
 - 1 faculty member elected at large for a 2-year term: DeJong (00)
 - 1 faculty member appointed by the Dean of the Faculty for a 2-year term: Gigliotti-Guridi (00)
 - 2 students appointed by the President of the College annually in the spring: R.G. Cline, J.T. Williams, Jr.
- College Chaplain, *ex officio*: W. Thompson
- Chair, elected from within the Committee: TBA

STUDENT AFFAIRS COMMITTEE

Responsible for review, explication, and recommendation of policies and regulations pertaining to student life, including athletics and recreation, community service, disciplinary procedures, religious life, housing, food services, counseling and career services, vehicular traffic, and other non-academic aspects of campus life.

Membership:

- 3 faculty members, one elected at large each year, for 3-year staggered terms: S. Heinemann (00), Kagan (01), Ramsey (02)
- President of the Student Government: R.M. Pemberton
- 2 students appointed by the President of the College annually in the spring: J.P. Bradway, R.C. Potharst
- Dean of Students, *ex officio*: Drew
- Chair, elected from within the Committee: TBA

Athletic Committee

A subcommittee of the Student Affairs Committee, responsible for implementation of athletic policies established by the faculty, oversight and review of varsity and intramural athletic programs; liaison between the Director of Athletics and the faculty.

Membership:

4 faculty members, one elected at large each year, for 4-year staggered terms: Mayo (00), Anderson (01), Mitias (02), Emmons (03)

1 student elected annually in the spring by faculty members of the Committee: C.E. Fox, Jr.

Director of Athletics, *ex officio*: Bush

Dean of Students, *ex officio*: Drew

Faculty representative to the NCAA, *ex officio*: Carilli (00)

Chairman, elected from within the Committee: TBA

Lectures and Programs Committee

A subcommittee of the Student Affairs Committee, responsible for planning, coordinating, and implementing co-curricular intellectual, cultural, and aesthetic activities.

Membership:

3 faculty members, serving 3-year staggered terms—one appointed by the President, two elected by the faculty: TBA (00), Kidd (01), Hardy (02)

4 students chosen annually in the spring by the President of Student Government: J. R. T. Hewett, C. M. Krouse, J. M. Tully, M.A. Wages

Dean of Students, *ex officio*: Drew

Chair, appointed by the President: Hardy

BUDGET-AUDIT COMMITTEE

Responsible for annual review and evaluation of priorities reflected in the budget, and the general fiscal condition of the College—the findings to be reported to the faculty, students, and trustees.

Membership:

4 faculty members elected for 4-year staggered terms, one from each division: Arieti (00), R. Koether (01), D. Weese (02); and one from the faculty at large: Mitias (03)

Dean of the Faculty, *ex officio*: Martin

Chair, elected from within the committee: Dean of the Faculty

GRIEVANCE COMMITTEE

Responsible for hearing grievances, including appeals of tenure, promotion, and hiring decisions.

Membership (elected from tenured faculty):

5 faculty members elected at large for 3-year staggered terms; administrative officers are not eligible to serve: Hall (00), Deis (01), Prazniak (01), Shear (02), R. Heinemann (02)

2 alternates elected at large annually: Lewis, Rogers

Chair, elected from within the Committee: TBA

Faculty Representative to the Board of Trustees:

Herdegen (02)

Faculty Representative to the Cabinet: Pontuso (00)

Faculty Representative to the NCAA: Carilli (00)

Clerk of the Faculty: Brinkley



Administrative Staff

ADMINISTRATIVE OFFICERS

1999-2000

SAMUEL VAUGHAN WILSON, LL.D.	President of the College
PAUL S. BAKER, B.S., M.A., Ed.D.	Executive Assistant to the President
C. BEELER BRUSH, B.A.	Vice President for Development
LEWIS H. DREW, B.A., M.A.T., Ed.D.	Dean of Students
ANITA H. GARLAND, B.A., M.B.A.	Dean of Admissions
C. NORMAN KRUEGER, B.S., M.B.A.	Vice President for Business Affairs and Treasurer
LAWRENCE H. MARTIN, JR., B.A., M.A., Ph.D.	Dean of the Faculty

ADMINISTRATIVE STAFF

1999-2000

S. GRIFFITH ALDRICH, B.A., J.D.	Assistant Basketball Coach & Head Cross Country Coach
BARBARA S. ARMENTROUT	Director of Human Resources
HAZEL BALDWIN	Bookstore Manager
TERRY BALDWIN	Grounds Supervisor, Buildings and Grounds
CHRISTOPHER A. BISSINGER, B.A.	Assistant Lacrosse Coach
GLEN D. BOWMAN, B.A., M.S., Ph.D.	Director of Counseling
DAVID BOWSER, B.A.	Assistant Football Coach & Director of Intramurals
JOSEPH E. BUSH, B.S., M.S.	Director of Athletics
GERALD T. CARNEY, B.A., M.A., Ph.D.	Associate Dean for Academic Support
C. CAMERON CARTER, B.A.	Graphic Designer, Publications
EUNICE W. CARWILE, B. A.	Director of Corporate & Foundation Relations, Development
LYNN N. CLEMENTS	Counselor, Financial Aid
WARREN X. COLLMANN, B.S., M.D.	College Physician
TERRIE CONRAD, B.A.	Writer-Editor, Publications
JAMES EDWARD CRAWLEY	Supervisor of Housekeeping
PHILIP D. CULICERTO, B.A.	Head Football Coach
W. GLENN CULLEY, JR., B.S., M.B.A.	Controller & Assistant Treasurer
WILLIAM DEWINDT, B.S.	Computer Systems Analyst
CANDICE J. DOWDY, B.S.	Director of College Events
DAVID ELLSWORTH, B.A., M.A.	Media Librarian
RICHARD P. EPPERSON II, B.A., M.S.	Director of Alumni Relations
JASON M. FERGUSON, B.A.	Associate Dean of Admissions
JEFFREY S. GEE, A.A.S.	Director of Campus Security
CHANDRA L. GIGLIOTTI-GURIDI, B.S., M.L.S.	Public Services Librarian
PAUL GILES	Assistant Director of Physical Plant

SHARON I. GOAD, B.S., M.A., M.L.I.S., Ph.D.	Director, Eggleston Library
THOMAS L. GREGORY, B.S.	Director of Physical Facilities
MILLIE GRENOUILLOU	Postmaster
STEVEN M. HAAS, B.A.	Assistant Dean of Admissions
GRADY J. HARDEMAN, B.S., M.Ed.	Head Athletic Trainer
SANDRA W. HEINEMANN, B.A., M.L.S.	Catalogue Librarian
BARBARA M. HENLEY, B.A.	Director of Planned Giving
MARK HOETING, B.A.	Director of Computing
ROBERT W. HUMPHREYS, B.A.	Head Baseball Coach
DAVID A. KLEIN, B.A., D.Min.	Associate Dean of Students
JEFF R. LAVANGIE, B.A.	Director of Annual Giving, Development
JOHN R. LAWS, B.S., M.S., Ed.D.	Assistant Dean of Students
LINDA L. MARTIN, R.N., C.	Director of Moore Student Health Center
RICHARD C. McCLINTOCK, B.A., M.A., Ph.D.	Director of Publications
DANIEL J. McCORMICK, B.S.	Sports Information Director
IONE L. McKENZIE, B.A., M.Ed.	Director of Outcomes Assessment
ROBERTO MOLINARI, B.S.	Head Soccer Coach and Head Tennis Coach
G. SHANNON MORRISON, B.A.	Assistant Football Coach & Assistant Baseball Coach
DAVID S. PELLAND, A.B., Ph.D.	Associate Dean of the Faculty
GEORGE M. PETERS, B.S.	Senior Director of Planned Giving
LESLIE DAVIS PHAUP, JR.	Business Manager
CATHERINE B. POLLARI, B.S., M.Ed., M.L.S.	Reference Librarian
W. TODD PUGH, B.S.	Hardware & Network Support Analyst
K. CRAIG ROGERS, B.A.	Director of Major Gifts, Development
RAY ROSTAN, B.S., M.S.	Head Lacrosse Coach and Pool Manager
SHARON SERCOMBE, B.S.	Coordinator of International Study
TONY L. SHAVER, B.A., M.A.T.	Head Basketball Coach & Assistant Director of Athletics
THOMAS H. SHOMO, B.A., M.A.Ed.	Director of Public Relations
EDITH L. SIMMS, B.A., M.E.A.	Academic Counselor
GREGORY A. THOMAS, B.A.	Assistant Director of Alumni Relations & Annual Fund
WILLIAM E. THOMPSON, B.A., B.D., Th.M., D.Min.	College Chaplain
WILLIAM S. TORNABENE, B.A.	Assistant Football Coach and Head Golf Coach
FLORENCE C. WATSON	Registrar
KEITH WELLINGS, B.S.	Director of Financial Aid
GEORGE R. WELLS, B.A., M.A.T.	Director of Career Services
MEADE WHITAKER III, B.A.	Assistant Dean of Admissions
RANDOLPH WILLIAMS, JR., B.S.	Director of Intercultural Affairs & Assistant Director of Residence Life
SHERRY B. WOMACK	Director of Development Services

SUPPORT STAFF

1999-2000

ACADEMIC

RUTH GRABIEC, A.A.S.	Acquisitions Assistant, Library
JANE HOLLAND	Senior Academic Secretary, Morton Hall
JEAN P. HUDSON	Academic Secretary, Gilmer Hall
SHIRLEY HUSKEY	Secretary, Registrar; Academic Secretary, Morton Hall
ELNA ANN MAYO, A.B., M.A.	Cataloguing Assistant, Library
JOYCE NELSON, B.A.	Assistant for Documents & Periodicals, Library
DOROTHY PORTERFIELD, B.S.	Stockroom Supervisor, Department of Chemistry
GERALDINE RANDALL, B.A., M.A.	Interlibrary Loan-Circulation Assistant, Library
IRVIN M. ROBERTSON	Technician, Department of Physics & Astronomy
SUSAN SCHIFFER	Cataloguing Assistant, Library
FLORENCE P. SEAMSTER	Senior Secretary and Binding Assistant, Library
CLAIRE THEUNE	Academic Secretary, Bagby Hall

ADMINISTRATIVE

ELIZABETH AMOS	Textbook Coordinator & Assistant Manager, Bookstore
RONDI ARLTON	Assistant to Director of Center for Leadership in the Public Interest
SHELBY ASAL	Assistant Postmaster
GORDON H. ASHWORTH, A.A.	Telecommunications System Technician
LORI BLACKWOOD	Human Resources Assistant
ERLENE BOWMAN	Cashier, Bookstore
J. LEON BOWMAN	Water-Sewer Supervisor
MARY M. BROOKS	Administrative Secretary & Receptionist, Admissions
JANICE BURKHART, B.S.	Purchasing Assistant, Accounts Payable, Business Office
ROBERT CARTER	Assistant Supervisor of Grounds
LISA B. CHENEY	Data Management Coordinator, Development
CONNIE L. CLABO	Payroll Coordinator, Business Office
CYNTHIA O. CLARK	Office Manager, Registrar
ROBERTA A. CRAWLEY, R.N.	Health Center Nurse
MAUREEN H. CULLEY, B.S.	Administrative Secretary to the Dean of the Faculty
DEBRA G. DANSBERGER	Systems Supervisor & Office Manager, Financial Aid
ALBERT DAVIS, JR.	Campus Security Officer
JOAN H. DAVIS	Office Assistant, Campus Security Office
DONNA G. DEAN	Coordinator of Gift Accounting, Development
DOROTHA FAHRNER	Administrative Secretary to the Dean of Students
KAREN H. FOWLER	Computing Center Operations Manager
MARK FOWLER	Campus Security Officer
DAVID L. GILES	Stockroom Manager, Buildings & Grounds
SHERRY M. GILES, A.A.S.	Client Services Manager, Computing Center
WILLIAM GILLEN	Stockroom Assistant & Computer Operator, Buildings & Grounds
MARGARET P. GRAHAM, R.N., B.S.N.	College Health Nurse
JOAN M. HAMLETT, A.A.S.	Assistant for Research & Information Management, Development
PAMELA A. HENSHAW	Academic Secretary, Dean of Faculty's Office
CHERYL C. HILL, B.S.	Accounting Coordinator, Business Office
KRISTA JACOBS	Senior Secretary, Athletics
DOROTHY M. JOHNSON, B.A.	Senior Secretary, Office of the Dean of Students

VIRGINIA W. JOHNSTON	Administrative Secretary to the Vice President for Business Affairs and Treasurer
CYNTHIA C. JONES, B.S.	Cashier, Business Office
NORMA S. KERNODLE	Senior Secretary, President's Office
BEVERLEY P. KLEIN, B.S.	Consultant for Media Relations
DEBBIE W. MAXEY	Flow System Coordinator, Admissions
CHARLES W. McKAY	Campus Security Officer
MARK MILLS	Campus Security Officer
KAREN P. MONTGOMERY, A.A.S.	Executive Secretary to the President
CARRIE E. MOORE	Secretary, Career Services
LISA H. NEWCOMB	Secretary, Development
DAPHNE V. NORTON, A.A.S.	Administrative Secretary, Development
DEBBIE M. OWNBY	Business Operations Assistant
ANDREA L. O'YORK	Senior Secretary, Alumni Relations
ROSA C. PEAKS	Assistant Supervisor of Housekeeping
GERRY PETTUS	Switchboard Receptionist; Office Assistant, Security Office; College Events Coordinator
R. STUART RAYBOLD, A.S., B.S.	Campus Security Officer
BRENDA REAMER	Postal Operations Assistant
TONYA REED, B.S.	Student Accounts Manager
ELIZABETH M. ROBERTSON	Data Coordinator, Admissions
SHIRLEY M. ROBERTSON, B.S.	Accounts Receivable Collector, Business Office
KAREN ROSTAN, A.A.S.	Operations Assistant, Bookstore
DIANNE SIMPSON	Shipping-Receiving Coordinator, Bookstore
FIKRIA STWODAH, B.S.	Accounts Payable Assistant
QUETA S. WATSON	Office Manager, Buildings and Grounds
MARK WEBB, B.S.	Computer Operator & Stockroom Assistant, Buildings & Grounds
MICHELE L. WELLINGS	Data Entry Clerk & Secretary, Admissions
KENNETH WORTHY	Cable TV Technician & Oil Distribution Manager
SANDY YEATTS, B.M.E.	Senior Secretary, Development

ACADEMIC CALENDAR 1999-2000

First Semester**August 1999**

- 21 Saturday—Freshmen and transfers report
- 24 Tuesday—All other students report
- 25 Wednesday—Classes begin

September

- 1 Wednesday—Last day of Add Period

October

- 1 Friday—Deficiency reports due in Registrar's Office
- 11 Monday—No classes*
- 12 Tuesday—No classes*
- 13 Monday—Beginning of registration for the spring semester
- 15 Friday—Last day of Drop Period
- 26 Tuesday—Rhetoric Proficiency Examination
- 29 Friday—Close of registration for spring courses

November

- 23 Tuesday—Thanksgiving break begins after classes
- 29 Monday—Classes resume

December

- 7 Tuesday—Last day of classes
- 8 Wednesday—Study day**
- 9 Thursday—Study day
- 10 Friday—First day of final examinations
- 12 Sunday—Study day
- 15 Wednesday—Last day of final examinations

Second Semester**January 2000**

- 9 Sunday—New and transfer students report
- 11 Tuesday—All other students report
- 12 Wednesday—Classes begin
- 19 Wednesday—Last day of Add Period

February

- 18 Friday—Deficiency reports due in Registrar's Office

March

- 1 Wednesday—Last day of Drop Period
- 10 Friday—Spring break begins after classes
- 20 Monday—Classes resume
- 27 Monday—Beginning of registration for the fall semester
- 28 Tuesday—Rhetoric Proficiency Examination

April

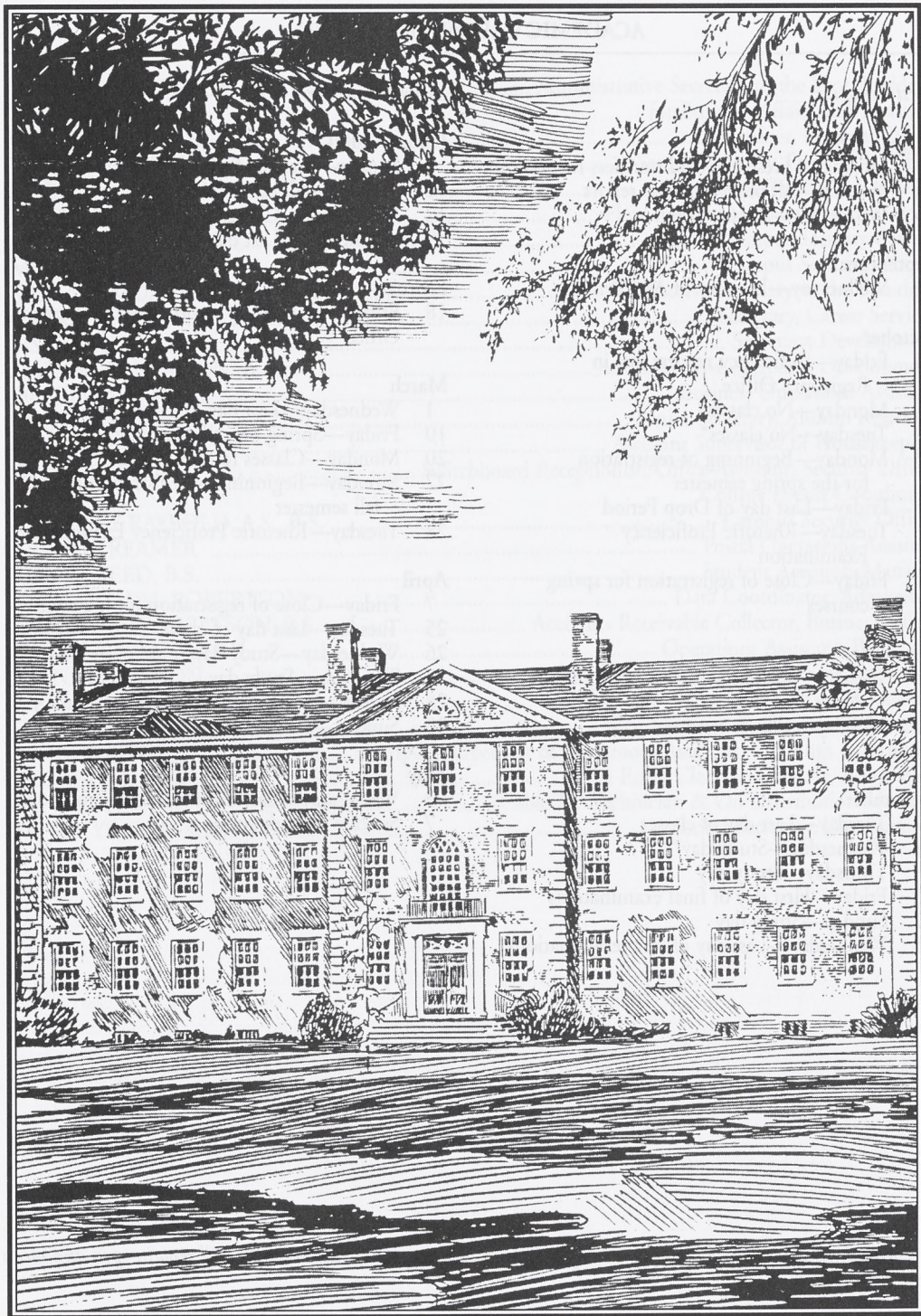
- 7 Friday—Close of registration for fall courses
- 25 Tuesday—Last day of classes
- 26 Wednesday—Study day**
- 27 Thursday—Study day
- 28 Friday—First day of final examinations
- 30 Sunday—Study day

May

- 3 Wednesday—Last day of final examinations
- 7 Sunday—Graduation

* For students who wish to remain on campus October 9 through 12 residence halls will remain open and meals will be provided.

** Rhetoric 100-101-102 final examinations will be scheduled on the first study day of each semester.



MORTON HALL (1936)

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Academic Program

In keeping with the original announcement of the College, Hampden-Sydney seeks "to form good men and good citizens in an atmosphere of sound learning." The College is committed to the development of humane and lettered men and to the belief that a liberal education provides the best foundation not only for a professional career, but for the great intellectual and moral challenges of life. In an age of specialization, Hampden-Sydney responds to the call for well-rounded men who are educated in world cultures and can bring to bear on modern life the wisdom of the past. The College seeks to awaken intellectual potential in a search for truth that extends beyond the undergraduate experience. The College encourages each student to develop clarity and objectivity in thought, a sensitive moral conscience, and a dedication to responsible citizenship.

The liberal education offered at Hampden-Sydney prepares the student for the fulfillment of freedom. It introduces the student to general principles and areas of knowledge which develop minds and characters capable of making enlightened choices between truth and error, between right and wrong. The mere facts about a subject do not speak for themselves. They must be interpreted against a background of ideas derived from an understanding of the nature of logic, language, and ethics. The individual who is educated in these areas and in the basic disciplines is able to confront any event with true freedom to act, outside the constraints of prejudice and impulse. Thus Hampden-Sydney's curriculum is directed toward the cultivation of a literate, articulate, and critical mind through the study of the sciences, the humanities, and the social sciences. It provides both breadth and depth in learning and encourages independent programs of study. Believing that education should be a liberating experience emancipating men from ignorance, Hampden-Sydney strives to make men truly free.

CAREER PREPARATION

Because liberal education stresses breadth of learning rather than narrow specialization, Hampden-Sydney students are prepared for a variety of career choices. Those students who wish to enter graduate school or one of the professions requiring training beyond the undergraduate level will find appropriate educational opportunities, academic programs, and guidance at Hampden-Sydney.

GRADUATE STUDY

Students who plan to pursue graduate work maintain close liaison with members of the faculty in the area in which they plan to continue their education. To gain admission to graduate school, an applicant is expected to have done undergraduate work of high quality. A reading knowledge of at least one modern foreign language is usually required for the Ph.D. degree, and the applicant must score well on the Graduate Record Examination. For more specific requirements, students should consult the catalogues of graduate schools to which they are interested in applying.

BUSINESS

Liberal education at Hampden-Sydney establishes a strong and broad educational foundation appropriate to later work in business. Whatever a student's major department may be, he learns the skills essential to working in any business and develops an understanding of his society and the people with whom he deals.

Hampden-Sydney graduates have entered the fields of business from every major program of the College. Many prepare for business careers by electing a major in Economics, especially in the Management Economics program. Some, from Economics and other disciplines, continue their education in Master of Business Administration (M.B.A.) graduate programs. Students interested

in careers in business or study in an M.B.A. program should contact Professor Gibson of the Department of Economics.

THE CHRISTIAN MINISTRY

Hampden-Sydney provides an excellent foundation for those who wish to become Christian ministers. Theological seminaries do not specify particular courses as prerequisites for admission, but instead urge those who contemplate entering the Christian ministry to take a broadly based selection of courses in the humanities and in the social and natural sciences. While not requiring Hebrew and Greek for admission, seminaries recommend that a prospective minister acquire in his undergraduate training a working knowledge of those languages.

ENGINEERING

Hampden-Sydney's programs in the natural sciences, mathematics, and computer science offer exceptional preparation for careers in engineering. The College fosters successful dual-degree programs with Virginia Polytechnic Institute and State University and the University of Virginia. The College offers a solid core of subjects that provide a foundation for many engineering specialties. Hampden-Sydney's small classes and opportunities for close student-faculty contact strengthen that foundation.

Students interested in a career in engineering should see Professor Cheyne of the Department of Physics or Professor Porterfield of the Department of Chemistry early in their freshman year.

GOVERNMENT

The academic program of the College is ideal for preparing students for public service. Students from all majors have entered careers in government or other public arenas. One path to such a career is the Public Service Certificate Program, a part of the Center for Leadership in the Public Interest (below), which combines course in ethics, economics, and political science, as well as an internship, in preparing students for significant roles in government.

LAW

Students planning a career in law are encouraged to follow a broad, liberal course of study. In fact, the Association of American Law Schools recommends liberal education because "many of the goals of legal education are also the goals of liberal education." A program of study in which students

develop the habits of thoroughness, intellectual curiosity, logical thinking, analysis of social institutions, and clarity of expression is strongly recommended. Those skills are employed throughout the liberal arts curriculum in the study of ethics, history, rhetoric, literature, politics, mathematics, the sciences, and languages.

At Hampden-Sydney, the Pre-Law Society guides and assists students in preparing for law school and the legal profession. The Society disseminates information about admission to law schools and about preparation for the Law School Admission Test (LSAT); it also brings to the College guest speakers to discuss legal issues, sponsors visiting lecturers, and arranges trips to visit courts in session. Students interested in a law career should get in touch with Professor David Marion of the Department of Political Science.

MEDICINE AND DENTISTRY

A liberal education such as that offered by Hampden-Sydney is excellent preparation for those students who wish to pursue medical training and careers in the medical professions. According to recent editions of Medical School Admissions Requirements (MSAR), published by the Association of American Medical Colleges, all medical schools "recognize the importance of a broad education—a strong foundation in the natural sciences (biology, chemistry, mathematics and physics), highly developed communication skills, and a solid background in the social sciences and humanities."

A majority of medical and dental applicants major in science, though the choice of major in itself has no influence on chances for acceptance by a medical school. Again according to MSAR, "The medical profession seeks individuals from diverse educational backgrounds who will bring to the profession a variety of talents and interests." Students with strong interests in two fields sometimes elect a double major.

Whatever his major and choice of electives, the student should choose each semester a challenging curriculum that assists in his rapid development and builds a strong record for admission. Virtually all U.S. medical and dental schools require at least two semesters each of basic courses, with laboratories, in biology, chemistry, and physics. A candidate's performance in these courses generally carries more weight in the admissions process than that in other courses, particularly for the non-science major who has less additional science work for consideration. Certain medical and dental

schools list additional required or recommended courses in such fields as mathematics and Rhetoric or English. Students should consult MSAR for the particular requirements of each institution to which they may apply.

Every U.S. medical school requires applicants to take the Medical College Admissions Test (MCAT), and every dental school the Dental Admissions Test (DAT). The MCAT, given twice a year at Hampden-Sydney, and the DAT, given twice a year in Richmond, are normally first taken in the spring of the junior year.

The Health Sciences Committee of the Faculty advises students on their preparation for medical and dental schools and assists them in the application process. On request, the Committee prepares recommendations for transmittal to all institutions to which the student has applied. In addition, the College participates in a joint program with Eastern Virginia Medical School through which outstanding students receive early assurance of admission to medical school (see page 32). Students planning a career in medicine or dentistry should contact the chair of the Committee, Professor Lund of the Department of Biology, no later than the spring semester of their freshman year.

SECONDARY-SCHOOL TEACHING

A broadly based liberal education, with a strong major in the field to be taught and supporting courses in related areas, provides an excellent preparation for the individual who wishes not merely to qualify for, but to excel in, teaching at the secondary level. Courses needed to satisfy the certification requirements of the State for majors offered at Hampden-Sydney may be taken at Hampden-Sydney, at Longwood College (through the cooperative program), or at an exchange institution (see pages 32, 34). Students who wish to earn full certification should consult Professor Mossler of the Department of Psychology. Such students should contact Professor Mossler early in their college career, preferably during the fall of their freshman year, because certain prerequisite courses must be completed by the end of the sophomore year in order to obtain teaching certification at graduation.

In support of its commitment to secondary-school teaching, the College annually awards several Brown Teaching Fellowships, which help defray the cost of certification courses for students intending to teach in public school systems. Interested students should consult Professor Rogers of the Department of Religion.

EDUCATIONAL SUPPORT FACILITIES AND SERVICES

EGGLESTON LIBRARY AND FUQUA INTERNATIONAL COMMUNICATIONS CENTER

Eggleston Library is an integral resource in the education offered by Hampden-Sydney, with a collection that supports the College's liberal arts curriculum and a staff trained and eager to aid students in its use. The ability to use an academic library with confidence is one of the distinctive marks of an educated person. By means of formal and informal instruction in research methods and bibliography, students are encouraged to progress from the heavy reliance on textbooks and assigned readings characteristic of the freshman to the independent work of the graduate scholar who has learned how to discover and gain maximum benefit from library resources.

Containing more than 200,000 volumes, 785 periodical titles, an extensive media collection, and government documents, the collection is arranged in open stacks accessible by all students. Open 103 hours per week, the Library provides a pleasant environment for study and research. The public services staff provides assistance weekdays and most evenings, and conducts classes on library research methods. Through the College's centralized computer network, users can access the Library's on-line catalogue, more than 2000 full-text journals and newspapers, and a variety of national and international indexes and databases. Access is available via computers located in the Library itself, in dormitories, and in academic buildings.

The Fuqua International Communications Center (FICC), located in the lower level of Eggleston Library, houses an extensive collection of sound (audio compact discs, records, books on tapes) and video resources (videotapes and laser discs) for use in the Center or for loan. In encouraging students and faculty to make appropriate use of media, the FICC meets their particular needs through such services as circulating audio/visual resources, consulting on projects involving instructional technology, and aiding in the production of educational media. Digital image scanning, multimedia production, videotape production/editing, audio/videotape duplication, and satellite video-conference reception are available.

In addition to five small multimedia rooms, the Center houses the Jessie Ball duPont Classroom for use by faculty and students wishing to present media formats (including satellite reception) to larger groups.

COMPUTING

John Brooks Fuqua Computing Center

Located in the lower level of Johns Auditorium, the John Brooks Fuqua Computing Center contains a variety of computer systems for students to use during their stay at Hampden-Sydney. Two Digital Equipment Corporation Alpha minicomputers serve the college's primary computing needs: One minicomputer runs UNIX to support the library's on-line public catalogue, and the other runs VMS (a type of operating system) to support administrative functions. Current on-line hard-disk storage is 20 gigabytes.

Complementing Hampden-Sydney's primary computing systems are two network servers. A Windows NT file server (Gateway Pentium 166) provides access to DOS and Windows applications. An Apple PowerPC 7250/120 workgroup server provides Macintosh users with application and file support. The college maintains an extensive collection of publicly available software as well as current campus information. These servers are the hub of the campus network. An integrated data-switching center handles the network traffic over fiber-optic cabling which reaches most of the buildings on campus. The local area networks of most buildings are wired on Ethernet topology; others run on LocalTalk. With certain limitations and depending upon the type of computer owned, students can access the network from their dormitory rooms or by using one of the computing laboratories on campus.

The Center can serve 36 students simultaneously with a combination of Apple Macintoshes and PowerPCs, IBM compatibles, and computer terminals. Peripherals include color monitors, laser printers, dot matrix printers, text and graphic scanners, and CD-ROM readers.

Other Computing Laboratories

Smaller laboratories are located in Bagby Hall, Eggleston Library, Gilmer Hall, and Morton Hall. The Departments of Biology, Chemistry, Economics, Mathematics and Computer Science, Philosophy, and Physics and Astronomy, and the Rhetoric Program regularly use computers in their programs of instruction and require students to do assignments on computers. Several of these departments and the Rhetoric Program have their own computing facilities.

Software

A variety of software packages to complement all courses is available on Hampden-Sydney's minicomputers and personal computers. Microsoft Office is the College's standard integrated software suite. It includes word processing, spreadsheet, database, and presentation applications.

Networking

Hampden-Sydney currently runs three primary networking protocols over a fiber-optic backbone. AppleTalk, IPX, NetBEUI, and TCP/IP link Hampden-Sydney internally and to the world. One of the more frequently used features of the college's network is electronic mail (e-mail). Students and faculty have access to e-mail services from any networked computer on campus.

In addition to campus networking, the College is connected to the Internet (a worldwide network connecting millions of users) by way of leased lines. Students can access a variety of Internet services directly from any networked computer. Students who live off campus can access the campus network and the Internet by dialing in through PPP (point-to-point protocol) over modems with speeds up to 33.6 BAUD.

The campus network links users with the following Internet services:

On-line library catalogues at university sites throughout the world are instantly available on the Internet.

Databases and research archives are accessible by either World Wide Web or Gopher searches.

Discussion groups provide Internet users forums to discuss topics of common interest. There are thousands of discussion groups from which to choose.

Training

In order to enhance learning at Hampden-Sydney and augment job skills in later years, training in computing is offered. The training begins during freshman orientation with a one-hour session devoted to familiarizing freshmen with various computing and network services. Additional workshops are held as needed to enable students to access the many electronic information resources available to them. Many course assignments requiring the use of computers serve to reinforce computer skills learned during orientation.

SPECIAL PROGRAMS

CENTER FOR LEADERSHIP IN THE PUBLIC INTEREST

Inaugurated in 1997, the Center for Leadership in the Public Interest oversees campus-wide efforts to motivate and prepare students, alumni, and the people of Southside Virginia to function in an increasingly complex and internationalized world in a manner that complements the democratic-republican principles of this country.

The James Madison Concentration in Public Service

One of the programs of the Center for Leadership in the Public Interest is the James Madison in Public Service Certificate Program for students interested in careers in government. Those who successfully complete the Concentration receive the Public Service Certificate and have their participation noted on their transcripts. Full-time students who wish to participate in this program must apply for admission in their sophomore year. If admitted they are required to complete Interdisciplinary Studies 375 by the end of their junior year. The other courses required for the Concentration are Interdisciplinary Studies 376 (internship/research project), and at least three of the following (but no more than two from any one department): (1) Economics 208, (2) Economics 231, (3) Economics 402 or Political Science 231, (4) Interdisciplinary Studies 465, (5) Philosophy 304 or Religion 309, (6) Political Science 230, (7) Psychology 306, (8) Psychology 310, and (9) Rhetoric 210. In extraordinary circumstances, a student whose project can better be accomplished through pure research can petition the Public Service Program Committee to pursue research in the place of Interdisciplinary Studies 376.

Students enrolled in the certificate program are expected to engage in community service activities either as participants in the "Good Men, Good Citizens" program or through association with organizations such as Habitat For Humanity. Finally, completion of the certificate will require satisfaction of the requirements of the Society of '91 leadership program that falls under the Dean of Students' Office or completion of one of the annual leadership workshops offered by the Center for Leadership in the Public Interest.

Those who wish to be considered for participation in the certificate program should have a GPA of at least 2.7 and must submit an application, including an essay, to the Director of the Public

Service Program, Professor David Marion of the Department of Political Science, by April 1 preceding the fall in which they wish to begin the program. For additional information, students should get in touch with Professor Marion.

THE HONORS PROGRAM

The Honors Program is designed for the student who has given evidence of a high degree of intellectual curiosity, independence of thought, excitement about learning, and appreciation of knowledge—for the student who brings out the best in his fellow students and his teachers alike.

Participants in the program are encouraged to take an active role in the learning process, entering into dialogue with their professors and their classmates. With its small classes and excellent faculty, Hampden-Sydney provides a first-rate learning environment for such active, engaged students. Participation in Honors work is limited to recipients of merit scholarships and to other demonstrably superior students who apply for membership in the program. Entrance into any phase of the program is subject to the approval of the Honors Council. Interested students should contact the Director of the Honors Program, Professor Frye.

The program includes the following components, each an independent entity:

Honors 101-102, Introductory Honors:

Seminars for freshman merit scholars, consisting of one course per semester for two semesters. The cross-disciplinary Honors seminar is taught jointly by two instructors normally drawn from two of the College's three divisions (Humanities, Social Sciences, Natural Sciences). Four-fifths of the student's course work in the freshman year is taken in the broader curriculum of the College.

Student Summer Research Program: Research grants awarded to rising sophomores, juniors, or seniors who show exceptional promise as independent researchers. Application is made to the Honors Council.

Departmental Honors: Departmental Honors promotes independence, self-reliant study, and appreciation of the relationship between the particular concerns of an academic discipline and the broader spectrum of the liberal arts. Qualified juniors and seniors may apply to pursue Departmental Honors within the department of their major. If a student is pursuing a double major, he may devise a Cross-Disciplinary Honors project that draws on his work in both disciplines. Ordinarily, a student who wishes to pursue

Departmental Honors or Cross-Disciplinary Honors must possess an overall academic average of at least 3.0 with an average of at least 3.3 in the department(s) of his major(s).

Departmental Honors work includes from six to twelve credit hours in specially designed courses and independent study. Credit is given for laboratory work. Like students pursuing Honors within a single department, students undertaking a Cross-Disciplinary Honors project may receive credit for specially designed courses and independent study, which may be located in a single department or officially registered under the rubric of Interdisciplinary Studies. Credit hours will reflect the extent of the interdisciplinary work undertaken. (Note: A three-hour independent study housed in one of the student's majors will not also count as a three-hour course in the other major. If a student pursuing Cross-Disciplinary Honors wishes to earn six hours of course credit, he must devise an independent study that is worthy of six hours' credit.) Specific requirements and eligibility are established by individual departments, in conjunction with the Honors Council.

Interested students should consult the Chair(s) of the appropriate department(s) or the Director of the Honors Program, Professor Frye.

Senior Fellowship: The Senior Fellowship is intended to be a cross-disciplinary course of study not easily housed within a single major and not easily accomplished through a sequence of regular courses in several majors. The Senior Fellowship emphasizes breadth as well as depth of study and thus is different from departmental honors projects housed within a major.

In the spring of their junior year a group of men is selected to be Senior Fellows for the following year. These men must demonstrate the maturity, intellectual competence, and imaginative curiosity to warrant their pursuit of a program of independent study contributing to their own enrichment and that of the College. The Fellows are permitted the maximum amount of freedom consonant with the satisfactory development and completion of their personal projects. That freedom can include the waiving of conventional upper-division requirements in the Fellow's major or majors, though applicants for the Senior Fellowship must complete all proficiency and distribution requirements in the curriculum. The strongest applicants for the Senior Fellowship will have completed most, if not all, such requirements by the end of the junior year. Each Senior Fellow

will work closely with an advisor in executing his program of study. The essence of the Senior Fellowship program is responsible individualism. Within a reasonable academic framework, the student is offered an unexcelled opportunity for personal intellectual fulfillment.

As a necessary part of the Senior Fellowship program, students enroll in Honors 499-500, in which they undertake at least six and at most fifteen hours of independent research during each semester of the senior year (for a year's total of between twelve and thirty hours).

Each Senior Fellow is supervised by an advisory committee comprised of the advisor and chair of the committee, an instructor in the student's major who works closely with the student and who is responsible for convening regular meetings of the committee; possibly a second instructor in the student's major or second major; an instructor from a discipline pertinent to the student's work; and a member of the Honors Council.

Selection of the Fellows, who normally must have earned a cumulative grade-point average of at least 3.5, is made by the President on the recommendation of the Honors Council. The Council will provide general supervision of all programs and may prescribe certain requirements for the Fellows. Also, the Council must certify at year's end that the program of study undertaken has been successfully completed.

Members of the junior class may become candidates for Senior Fellowships by individual application or on nomination by any member of the faculty. Each candidate must file his application with the Director of the Honors Program during the first few weeks of the second semester. Senior Fellows pay full tuition.

AREA CONCENTRATION IN INTERNATIONAL STUDIES

Students with a particular interest in international studies may elect to follow, in addition to the regular academic major, a coherent pattern of internationally oriented courses and related requirements leading to a Certificate in International Studies. Requirements include (1) a minimum of ten courses from a broad list drawn from the humanities and the social and natural sciences, selected from a minimum of four departments, with no more than three of the ten from any single department; (2) a "capstone" course consisting of an independent study project and a one-credit-hour interdisciplinary seminar for all students involved

in capstone projects, wherein participants will give frequent reports on their research; and (3) a summer, semester, or year of foreign study. Students should normally declare their intention to undertake this program by formal application at the end of the sophomore year. Interested students should consult the chair of the International Studies Committee of the Faculty.

INTERNSHIPS

Students may receive academic credit for internships related to their academic fields of study. Internships combine work done normally in the summer before the student's senior year with ongoing course work and the production of a substantial research paper on a related issue. See under Course Offerings: Special Topics, Independent Study, and Internships.

MAY TERM

Hampden-Sydney conducts a one-month May Term starting one to two weeks after Commencement. One of its purposes is to provide students with an opportunity to take courses which are experimental in content or presentation, particularly those which require extensive time off campus. These special summer courses carry regular academic credit. In addition, certain courses offered during the regular session are also offered during the May Term so that students can accelerate progress toward graduation, meet requirements ahead of schedule, or repeat courses. The maximum load that a student may carry during the May Term is two courses (with any corequisite laboratories). Fees are charged by the course-hour. Students may live in Hampden-Sydney dormitories, and all College facilities are available for their use.

Students who are in good standing at Hampden-Sydney or other colleges are eligible for admission to the May Term; those on academic suspension from Hampden-Sydney or another institution are not eligible. Admission to the May Term in no way assures admission to a degree program at Hampden-Sydney College.

Credits earned during the May Term are applicable to degree programs and are transferable to other institutions. For Hampden-Sydney students, grades and quality units will be calculated in the cumulative average after completion of a subsequent full semester. Acceptance of May Term credits by other institutions depends on the policy of those institutions.

The application deadline is usually May 1. Other information and the schedule of courses is available early in the spring semester from the Associate Dean of the Faculty, Professor Pelland.

THE RHETORIC PROGRAM

To ensure that all graduates of the College are able to write clearly, cogently, and grammatically, the faculty in 1978 established the Rhetoric Program. In order to be graduated from the College, a student must satisfy all components of the Rhetoric proficiency requirement.

Rhetoric 100, 101, and 102: For students who need intensive training in basic writing and reading skills, the program is a three-course sequence, Rhetoric 100, 101, and 102; for other students, the program consists of a two-course sequence, Rhetoric 101 and 102. If a student performs exceptionally well in Rhetoric 100, he may be exempted from Rhetoric 101 with the consent of the Director of the Program. Entering students who write particularly well may be exempted from Rhetoric 101. Exemption from 102 is granted only to students who have scored four or five on the English Language and Composition examination of the College Board or six or seven on the appropriate International Baccalaureate Examination (see pp. 100-101) or transfer students who have earned six hours of credit in writing courses in another college and who pass the Rhetoric Proficiency Examination upon entering Hampden-Sydney College.

Rhetoric Proficiency Examination: Each student must write the proficiency examination in Rhetoric at the end of his sophomore year. The examination is a three-hour timed essay; the completed essays are evaluated by readers drawn from the faculty at large. Those students whose essays are judged unsatisfactory have two additional opportunities to write a satisfactory essay.

Rhetoric 200: Proficiency Tutorial: If a student has not passed the timed Rhetoric Proficiency Examination after three attempts or has completed the equivalent of six semesters of enrollment without passing the examination, he will be enrolled during his next semester in a three-hour, non-credit course, Rhetoric 200: Proficiency Tutorial. In Rhetoric 200 a student writes three essays (8-10 pages each) under the tutelage of an instructor in the Rhetoric Program. A panel of readers drawn from the faculty at large evaluates the finished essays. If the essays are judged adequate, the student has satisfied the College's requirement of pro-

iciency in writing. If the essays are judged inadequate, the student must enroll in the course again.

Any student unable to demonstrate proficiency in writing either by passing the timed essay examination or by successfully completing the requirements of Rhetoric 200 will not be graduated from the College.

This requirement applies equally to all students, whether transfer students or not. Transfer students who expect to receive six credit hours for composition courses taken elsewhere must take and pass the proficiency examination at the beginning of their first semester of residence.

COOPERATIVE PROGRAMS

APPLIED CHEMISTRY COOPERATIVE PROGRAM

Students interested in careers in chemical engineering and/or applied chemistry may apply to participate in the Applied Chemistry Cooperative Program of Hampden-Sydney College and Virginia Polytechnic Institute and State University. In the Program, a student spends his first three years majoring in chemistry at Hampden-Sydney and his senior year in the Department of Chemical Engineering at VPI & SU. Upon satisfactory completion of the Program, the student is awarded the B.S. in chemistry by Hampden-Sydney and is then eligible to begin study for the M.S. in chemical engineering at VPI & SU, upon approval by that institution, in a program requiring two summers and one academic year. Students interested in this cooperative engineering program should contact Professor Porterfield of the Department of Chemistry.

DUAL-DEGREE PROGRAM IN ENGINEERING

Hampden-Sydney College offers students interested in a career in engineering the opportunity to earn a Bachelor of Science degree from the College and a Master of Nuclear Engineering, Materials Science and Engineering, or Engineering Physics from the University of Virginia in approximately five years.

After three and one-half years at the College, a student who has completed at least 111 semester hours of work, including all distribution requirements and requirements for a major in Physics, with an overall average of B and a B average in mathematics and science courses, may apply for admission to the School of Engineering and Applied Science at the University of Virginia as a

conditional graduate student. After completing at least 15 semester hours at the University with a B or better average and scoring at least 1000 on the Graduate Record Examination, the student may be admitted unconditionally to the graduate program.

Fifteen semester hours of work at the University with a grade of C or better will be accepted as transfer credit by Hampden-Sydney; such credit, with the 111 hours already completed at the College, will satisfy the requirements for a bachelor's degree from Hampden-Sydney.

The graduate portion of the program normally requires 12 months of work to obtain the Master of Engineering degree from the University. A Master of Science degree, which requires the writing of a thesis, normally takes one and one-half years. In some instances, the master's degree may be bypassed if a student proceeds to the doctorate.

Interested students should contact Professor Cheyne of the Department of Physics.

EASTERN VIRGINIA MEDICAL SCHOOL JOINT PROGRAM (BS/MD)

Through an agreement with Eastern Virginia Medical School (EVMS), outstanding premedical students may gain assurance early in their college careers of admission into medical school. Each year the EVMS Admissions Committee in consultation with Hampden-Sydney's Health Sciences Advisory Committee selects a small number of rising sophomores for a program that assures participants admission to EVMS upon satisfactory completion of their undergraduate studies at Hampden-Sydney. The program also encourages selected students to choose from among the wide variety of liberal arts and sciences courses offered at Hampden-Sydney and relieves them of the stress associated with application to medical school. Although these students are assured of admission, they are not obligated to attend EVMS upon graduation from Hampden-Sydney. For more information concerning this program, interested students should contact Professor Lund, chair of the Health Sciences Advisory Committee, early in their freshman year.

EXCHANGE

Hampden-Sydney College participates with Hollins College, Randolph-Macon College, Randolph-Macon Woman's College, Sweet Briar College, Mary Baldwin College, and Washington and Lee University in a program known as EXCHANGE: A College Consortium. This pro-

gram, designed primarily for juniors, enables students of the College to study for a semester or academic year at one of the other schools. The program is intended to broaden the educational opportunities of students and to provide a different campus environment. The eligibility of students to participate in EXCHANGE is determined by the home institution. Interested students should apply to the Registrar.

FOREIGN STUDY

In addition to the College's own academic study-abroad programs, Hampden-Sydney students are eligible to participate and earn academic credits in approved foreign-study programs sponsored by other colleges or educational organizations. These programs offer a variety of opportunities for study in Europe, Central and South America, South and East Asia, and the Middle East.

Students in full-year or semester programs should have earned a minimum of 45 hours with a grade-point average of 2.5 at the time of undertaking foreign study. Ordinarily, full-year or semester programs of foreign study are approved from the second semester of the sophomore year through the junior year. Students may participate in summer programs of foreign study at any point in their academic careers as long as they are in good standing at the College.

Grades in courses taken by modern languages majors in fulfillment of their major requirement for foreign study are computed as part of their grade-point average. Grades in courses taught in a foreign country by Hampden-Sydney professors and courses offered in a program in which Hampden-Sydney College has policy-making and administrative oversight (e.g., the Virginia Program at Oxford) are also computed in the grade-point average. Hampden-Sydney students will be able to transfer credit hours for all passing work completed at programs endorsed by the International Studies Committee. All other foreign-study courses are considered for transfer credit on an ad hoc basis. Any student who studies abroad is responsible for providing the Registrar's Office with transcripts of the work promptly on completion of the foreign study.

Students should make foreign-study plans in consultation with their academic advisor and the Coordinator of International Study, Mrs. Sercombe. Students should contact the Office of Financial Aid to consider the impact of foreign study on their financial aid. Some financial aid

may be available to eligible Hampden-Sydney students wishing to study abroad. Information about foreign-study programs is available from the Office of International Study (Bagby 315).

To encourage and facilitate foreign study, the International Studies Committee of the Faculty approves foreign-study programs in three categories:

Endorsed programs: This is a select list of semester and academic-year programs chosen for their compatibility with the College's goals and curriculum, students' living and classroom status at the host institution, and the location of the programs. Students are expected to take at least one course in the language (where the dominant language is not English) and the culture of the host country. These programs are the principal foreign-study programs recommended to Hampden-Sydney students. Courses in these programs must be approved in advance by the chairs of the academic departments involved. The current listing of endorsed programs is available from the Office of International Study (Bagby 315).

The addition of a foreign-study program to the College's list of endorsed programs requires an in-depth review by the International Studies Committee of the Faculty and subsequent approval by the Dean of the Faculty, followed by the completion of an articulation agreement with the host institution for the program. In order to allow sufficient time for this process, requests for such additions must be submitted to the International Studies Committee of the Faculty at least one full semester in advance of the desired date of participation in such a program.

Programs for Modern Language Majors: The Department of Modern Languages endorses certain programs for the purpose of satisfying the foreign-study requirement by its majors. These programs are endorsed for modern language majors and are not necessarily suitable for other students. Students should consult with Professor Woodard of the Department of Modern Languages about these programs.

Supplementary Programs: Interested students arrange individually for approval of participation in programs not specifically endorsed by the College. The burden of demonstrating that a specific program fits the College's goals and is important to the student's educational program lies with the student. Students should contact the Chair of the International Studies Committee of the Faculty prior to applying to any program which is

not on the current list of endorsed programs. Students must establish course equivalence with departments on an individual basis. College-administered financial aid is not available for these programs.

Virginia Program at Oxford

Among the endorsed programs is the Virginia Program at Oxford, a six-week summer program at St. Anne's College, Oxford University. Students earn six hours of course credit studying Tudor-Stuart History and Literature the Oxford way, in small tutorials with British faculty supplemented by lectures from many of the best historians and literary scholars in England. Students from Mary Baldwin, Roanoke, and Sweet Briar Colleges, Virginia Military Institute, and Washington and Lee University also participate in the program. For more information, contact Professor Schiffer of the Department of English.

LONGWOOD COLLEGE COOPERATIVE PROGRAM

The variety of courses available to Hampden-Sydney students has been increased by a cooperative arrangement with Longwood College, a state institution in nearby Farmville, under which full-time students at either institution may enroll in certain courses at the other institution without added expense. A list of approved Longwood courses is maintained by the Registrar. Application for a Longwood course is made through the Registrar at Hampden-Sydney, preferably during the Add period at the beginning of each semester. Students are admitted to courses on a space-available basis.

Reserve Officers Training Corps (ROTC)

As part of the Longwood College Cooperative Program, Hampden-Sydney students may enroll in the Reserve Officers Training Corps program. Application for Military Science courses is made through the Registrar at Hampden-Sydney, just as for any other course at Longwood. Such courses are recorded on the student's transcript. *However, Military Science courses (with the exception of Military Science 102) do not count as hours toward graduation, nor are grades earned in them computed in the student's grade-point average.* The ROTC courses offered at Longwood are:

Military Science 101. Introduction to the Military. A general introductory course which broadens student knowledge of military structure and operation, customs and courtesies, rank struc-

ture, weaponry, threat structure, and maneuvers. No prerequisite.

Military Science 102. United States Military History. An historical analysis of the United States Army and its development from the colonial period through contemporary times. Emphasis is placed on the principles of war which provide common guidelines for the examination of America's wars and the unique contribution of military leadership to success or failure on the battlefield. No prerequisite.

Military Science 201. Leadership I. An introduction to the basic concepts and skills required to become an effective leader of small groups. The case-study approach is emphasized in analyzing leadership in military, business, and other situations. No prerequisite.

Military Science 202. Leadership II. An introduction to the concepts and skills required to lead large groups and organizations effectively. Emphasizes the case-study approach of analyzing leadership in military, business, and other environments. No prerequisite.

Application for acceptance into the Advanced Course requires the nomination of the President of Hampden-Sydney College and acceptance into the Course by the Officer in Charge.

Scholarships are available for participants in ROTC. (See p. 105.)

MARINE SCIENCE EDUCATIONAL CONSORTIUM

Students who are preparing for careers in the marine sciences, or who have a strong interest in oceanography, may apply to train at a marine facility through the Marine Science Educational Consortium (MSEC) of the Marine Laboratory of Duke University. Through MSEC the students have priority access to formal courses and supervised research in the marine sciences.

Enrollment in the academic term-in-residence program is limited; admission is made on the basis of the student's ability to complete the course of study. All students will be eligible for Duke University course credit. For further information, including the Marine Laboratory Bulletin with its complete description of facilities, faculty, and opportunities, see Professor Werth of the Department of Biology.

WASHINGTON SEMESTER AND WORLD CAPITALS PROGRAMS

Hampden-Sydney College is one of approximately 100 colleges and universities whose students are

eligible to participate in the Washington Semester and World Capitals Programs of American University in Washington, D.C.

The Washington Semester Program is designed to afford qualified students an opportunity to study American government in action through courses in the School of Government and Public Affairs and through direct discussion with major public officials, political figures, lobbyists, and others active in national government. In addition to the regular Washington Semester, the arrangement with American University includes programs in Urban Affairs, Foreign Policy, Criminal Justice, Economic Policy, American Studies, and Science and Technology.

The World Capitals Program offers semester-long academic work in such cities as Beijing, Brussels, Buenos Aires, London, and Vienna.

Each program has three components:

The Seminar (8 credit hours) consists of both required readings and discussions among students, faculty, and invited speakers.

The Internship (4 credit hours) provides each student with an opportunity to gain first-hand experience as a member of the staff of an organization directly involved in the area of study.

The Research Project (4 credit hours) gives students latitude for independent research in subjects and issues of personal interest.

Applicants must be seniors, juniors, or second-semester sophomores at the time of their participation in the Program. They must possess a cumulative grade-point average of 2.5 or above. Successful applicants pay tuition and fees to Hampden-Sydney. They are considered by both institutions to be registered at Hampden-Sydney, and the semester's work at American University becomes part of the Hampden-Sydney transcript for degree credit.

Application procedures are announced twice a year. Interested students should contact Professor David Marion of the Department of Political Science for further information.

COURSE OF STUDY

The course of study at Hampden-Sydney College offers to students opportunities for both breadth and depth in learning and encourages independent study. The requirements for a bachelor's degree fall into three areas: Proficiency Requirements, Distribution Requirements, and Major Requirements. In addition, there is the opportunity to take elective courses that are not required but

may enhance the education of the student.

Students must earn 120 semester hours of credit with a cumulative grade-point average of at least 2.0 and be in residence at the College at least two academic years, including the last year preceding graduation, in order to graduate. (See below.)

A member of the Faculty is assigned to advise each entering student during his first three semesters. Freshmen normally take a Rhetoric course and a course in a foreign language. The rest of the schedule may include a science and/or a mathematics course and courses in other areas that satisfy one of the distribution requirements, and in areas in which students may consider majoring. Students are encouraged to complete many of the proficiency and distribution requirements during their first two years so that in the last two years they can concentrate on their majors and electives. In the second semester of the sophomore year, students are asked to select a major and then are assigned to an advisor in the department of the major.

Every student who completes the following requirements in ten or fewer semesters will receive a Bachelor of Arts or, for a student majoring in the natural sciences who requests it, a Bachelor of Science degree. It is solely the responsibility of the student to make sure that he meets all of the stated requirements for his degree.

PROFICIENCY REQUIREMENTS

There are two proficiency requirements, in Rhetoric and in a foreign language. Students may demonstrate proficiency in Rhetoric by passing Rhetoric 101 and 102 (unless exempted) and passing the Rhetoric Proficiency Examination or Rhetoric 200. Students may demonstrate proficiency in a foreign language by passing 201-202 of the language; or by passing any one course at the 300-level in a classical language or either 301, 302, or 305 in a modern language. Both proficiencies are required.

DISTRIBUTION REQUIREMENTS

Students may use any appropriate courses, unless otherwise stated, to satisfy both the distribution requirements and major requirements. In addition, students may use foreign-language literature courses (300-level and above) to satisfy the Humanities distribution requirement in Literature as well as the proficiency requirement in a foreign language; otherwise, courses taken to satisfy proficiency requirements may not be used to satisfy distribution requirements.

Only courses worth at least three semester hours of credit may be used to satisfy the following distribution requirements:

A. Natural Sciences and Mathematics
(Four Courses)

1. Natural Sciences: two courses, chosen from two departments, including at least one (with corequisite laboratory) from among Biology 101; Chemistry 110; Astronomy 105 or 106; Physics 131.

2. Mathematics: one course from among Mathematics 121, 130, 140, 141, 142, 222, 231, 242, 243.

3. One additional course outside the department of the major.

B. Social Sciences (Three Courses)

1. History and Political Science: one course from among History 101, 102, 111, 112; Political Science 101, 220. (If used to satisfy the History and Culture requirement, History 101 and 102 may not be used to satisfy the Social Sciences requirement.)

2. Economics, Psychology, Sociology: one course from among Economics 101, Psychology 101, 102; Sociology 201.

3. One additional course outside the department of the major.

C. Humanities (Seven Courses)

1. History and Culture: Humanities 101-102 or History 101-102 (two-course sequence required). (History 101 and 102 may not be used to satisfy the History and Culture requirement if one of them is used to satisfy the Social Sciences requirement.)

2. Philosophical and Religious Thought: one course from among Philosophy 201, 202, 301, 302, 304; Religion 101, 102, 103.

3. Literature: one course from among Classical Studies 203, 204; English literature courses; Classical and Modern Language literature courses at the 300-level and above.

4. Fine Arts: one course from among Fine Arts 103, 105, 110, 111, 207, 302.

5. Two additional courses outside the department of the major. 100-level courses in foreign languages taken as preparation for the foreign-language proficiency do not fulfill this requirement.

MAJOR REQUIREMENT

The major affords students the opportunity to study a particular subject in depth. It is intended to complement the broad education provided by proficiency and distribution requirements and

electives. Students must successfully complete a major in one of Hampden-Sydney's academic departments in order to be graduated from the College. Ordinarily a student selects his major during his fourth semester at the College and notifies the Registrar of his choice. If his interests change, a student may change his major while he is an upperclassman.

The College offers majors in the following disciplines or groups of disciplines:

Applied Mathematics	Inter-science
Biology	(Biology-Chemistry,
Chemistry	Biology-Physics,
Classical Studies	Mathematics-Physics,
Economics	Mathematics-Natural
Economics with	Science)
Mathematics	Latin
English	Management Economics
Fine Arts	Mathematics
Fine Arts with a	Mathematics and
concentration in	Computer Science
Music, Theatre, or	Philosophy
Visual Arts	Physics
French	Political Science
German	Psychology
Greek	Religion
Greek and Latin	Religion and Philosophy
History	Spanish
Humanities	

The requirements for each of these majors may be found in the section on Course Offerings.

CREDIT HOURS REQUIREMENT

Students meet the credit hours requirement by the successful completion of enough course work to total 120 semester hours of credit. A semester hour of credit is authorized for a class which meets 50 minutes per week for the semester or for a laboratory which meets two and one-half hours per week for the semester.

RESIDENCE REQUIREMENT

Students must be in residence at the College a minimum of two academic years, including the last year preceding graduation, in order to graduate. A minimum of sixty hours of credit (of the 120 hours required for graduation) must be earned in courses taught at Hampden-Sydney. Following termination of the last semester of residence a student may receive no more than eight semester hours of credit for work done elsewhere.

QUALITY REQUIREMENT

In order to graduate from the College, a student must have a grade-point average of 2.0 or better on work taken at Hampden-Sydney or in cooperative programs. The grade-point average is calculated by dividing the total quality units earned in Hampden-Sydney and cooperative programs by the total hours attempted therein. (See the explanation of quality points on p. 38.)

PART-TIME ENROLLMENT

A student is considered a full-time degree candidate in each semester if he is enrolled in courses with a minimum of 12 credit hours. With the permission of the Dean of the Faculty, students who are degree candidates may enroll on a part-time basis and take fewer than 12 hours of academic credit in a semester. Part-time students are not normally permitted to live on campus. A student who begins a semester as a full-time degree candidate enrolled in 12 or more hours of classes and who subsequently reduces his enrollment to fewer than 12 hours is not entitled to part-time status or fees. Further information about part-time status may be obtained from the Office of the Dean of the Faculty.

SPECIAL STUDENTS

With the permission of the Dean of the Faculty, students who are not candidates for degrees may enroll for academic credit. Except under unusual circumstances, special students may enroll for no more than 7 hours of credit. Enrollment as a special student does not constitute or imply admission to the College as a candidate for a degree. Credits earned by special students may be applied to degree candidacy once the student has been admitted to the College through the normal admissions procedure. A student who begins a semester as a full-time degree candidate enrolled in 12 or more hours of classes and who subsequently reduces his enrollment to fewer than 12 hours is not entitled to special-student status or fees. Further information about special-student status may be obtained from the Office of the Dean of the Faculty.

REQUIREMENTS FOR A SECOND BACHELOR'S DEGREE

Anyone who has earned a bachelor's degree at Hampden-Sydney or at another accredited institution may seek to earn a second bachelor's degree at Hampden-Sydney. The candidate for the second

degree must be cleared by the regular admissions process. Granting of the second degree requires the completion of two semesters of residence at Hampden-Sydney and of at least 30 hours of academic credit during that period. In addition, fulfillment of the present core requirements through courses taken in the original four-year program and/or courses taken in the fifth year, and similarly the fulfillment of the course requirements for an academic major distinct from the major of the original bachelor's degree, are required. The student's proposed fifth-year program must also be approved for overall coherence and quality by the Dean of the Faculty and the chair of the second major department.

THE ADVISING SYSTEM

A faculty advisor is assigned to each entering student well before the student arrives on campus in order to aid him in setting his first-semester schedule of courses. On entering the College, students take an advising seminar conducted by their advisors with the assistance of student peer advisors. The purpose of the seminar is to introduce to the student life at a liberal arts college and the free discussion of ideas. The student meets regularly with his advisor and peer advisor in the seminar, at other times as the student's academic or personal situation demands, and occasionally for social events. In other semesters the advisor and student continue to meet, though not in a regularly scheduled seminar. After the student has selected his major, ordinarily in the second semester of his sophomore year, an advisor in the department of that major is assigned to him for subsequent advising and planning a coherent program for the junior and senior years.

Students consult their advisors before registering for classes each semester, and they are urged to seek consultation whenever an academic or personal problem warrants counsel.

Advisors supervise students' fulfillment of proficiency, distribution, and major requirements, provide help in understanding academic policies and grades, recommend and approve course selections appropriate to the students' background and educational interests, and, in general, oversee their academic program. Advisors may give guidance in the choice of graduate study or vocational opportunities.

THE HONOR SYSTEM

The heart of all academic and social conduct at Hampden-Sydney is the Honor System, and the heart of the Honor System is individual responsibility. It presumes that every student is a gentleman who will conduct himself in a trustworthy and honest manner; it assumes further that every student is concerned with the strict observance of those principles for his own sake, for the sake of his fellow students, and for the sake of the College. Students, faculty members, and administrators place the highest value on integrity and honesty, and all support the Honor System.

The Honor System is administered by students elected to office by the student body. In the orientation of freshmen and transfer students, Honor Court members explain the Honor Code. Before formally matriculating at the College, a student must sign a statement acknowledging that he understands the Honor System and that an infraction is punishable by dishonorable suspension or dismissal. The Honor System pledge, which students write on their tests and other college work, is "On my honor I have neither given nor received any aid on this work, nor am I aware of any breach of the Honor Code that I shall not immediately report."

Infractions of the Honor Code are cheating; plagiarism; lying; stealing; forgery; intentionally passing a bad check; knowingly furnishing false information to the College; failing to report Honor Code violations; altering or using College or other documents or instruments of identification with intent to defraud or deceive; taking a book or other library materials out of the library without checking it, or them, out at the desk; removing any section of library materials, such as tearing or cutting out a page, or parts of a page; and unauthorized access to or use of College computer files, including attempts to gain unauthorized access or use. Suspected violations are investigated by student officers; trials are conducted by the Student Court.

Students convicted of an infraction of the Honor Code that involves a course will receive the grade of F in that course.

The aim of the Honor System is to instill and emphasize the highest standards of character and conduct, and to maintain community trust. A student's obligation under the Honor System does not stop at the limits of the campus but applies in all places at all times.

Further details about the Honor System and

the Code are published in *The Key: Hampden-Sydney College Student Handbook*.

HAMPDEN-SYDNEY ATHLETICS

Mission Statement

The athletic program is important at any college, but is particularly important at Hampden-Sydney because of the overwhelming interest of our students in athletics; approximately 25% of the student body participates in intercollegiate athletics and over 70% in the intramural program. Athletics, quite simply, is vital to the wholeness of the College. Essentially, the program can be divided into several components: intramurals, intercollegiate athletics, lifetime sports, physical fitness, and recreational programs.

As indicated, intramurals constitutes an important element within the athletic program, especially given the large percentage of students who actively participate at this level.

A lifetime sports and recreational program gives students an opportunity to keep physically fit while learning a new athletic skill that can be beneficial later in life.

Intercollegiate athletics plays a significant role at this college, not only because it provides an important outlet for so many students, but also because such competition is good for participants. The varsity intercollegiate program can be and is a true character-building experience. One learns from winning, one learns from losing, and one learns from playing the game. One learns something about coping with pressure, commitment, loyalty, self-discipline, sacrifice, and pain—what it takes as well as what it means to compete. When one considers that 50% of all incoming freshmen intend to participate in the intercollegiate programs, then one realizes what athletics means to the College. Many of the best students at Hampden-Sydney are also varsity athletes, young men who come to this college in part to engage in intercollegiate athletics.

ACADEMIC REGULATIONS

Each student who enrolls at Hampden-Sydney is expected to become familiar with the regulations and practices set forth in the following section. Academic rules, regulations, practices, and procedures are fundamental to the total educational program at the College. Questions regarding these regulations may be directed to the student's advisor, the Registrar, or the Office of the Dean of the Faculty.

GRADES AND QUALITY POINTS

Course work is evaluated in the following terms:

Grades	Quality Points per semester hour
A Excellent	4
A-	3.7
B+	3.3
B Good	3
B-	2.7
C+	2.3
C Fair	2
C-	1.7
D+	1.3
D Poor	1
F Failure	0
W Withdrew or Withdrawn	0
WF Withdrew Failing or Withdrawn Failing	0
I Incomplete	0

GRADE REPORTING

At the end of every semester a grade report is sent to each student.

INCOMPLETES

Grades of Incomplete (I) must be removed by a date determined by the instructor, but no later than five class days after the beginning of the semester following the semester in which the Incomplete is given. Incompletes that have not been removed by the end of this period will be converted to permanent grades of F.

A student who receives a grade of Incomplete for the spring semester, who, as a result, is potentially subject to suspension, and who wishes to enroll in May Term, has until the fifth day of May Term to complete the work for which he has received the grade of I (Incomplete). If such work has not been completed by the fifth day, or if the work is completed and the resulting cumulative academic record warrants suspension, the student shall be withdrawn from any May Term courses in which he is enrolled and any tuition paid will be refunded.

DEAN'S LIST

The Dean's List is compiled at the end of each semester. It lists those students who have earned at least a 3.3 grade-point average that semester, for at least 15 credit hours of work.

GRADUATION WITH HONORS

Graduation with honors shall be accorded to students who meet the following requirements:

Summa cum laude—a grade-point ratio of 3.7;

Magna cum laude—a grade-point ratio of 3.5;

Cum laude—a grade-point ratio of 3.3.

For honors in a particular department, see the Academic Program section of this catalogue.

DEFICIENCY REPORTS

If at mid-semester a student, in the judgment of his instructor, is doing unsatisfactory work, the instructor may send him a deficiency report. The report includes a statement of the student's grade at mid-term, as well as reasons why his work is unsatisfactory. Copies of the report are sent to the parents of freshmen and first-semester sophomores, their advisors, and the Dean of the Faculty. A student who receives a deficiency report is expected to consult his advisor and the instructor who issued the report, and to take action to improve his academic performance.

GOOD ACADEMIC STANDING

A student is in good academic standing if at the end of any semester he has an accumulated grade-point average of at least 2.00 and the credit hours listed below; a student who falls below the 2.00 average or the number of credit hours listed below is not in good academic standing:

Semester	1	2	3	4	5	6	7
Hours	12	26	41	57	73	89	105

STANDARDS GOVERNING ACADEMIC PROBATION AND SUSPENSION

1. A student whose cumulative grade-point average falls below the following standards will be placed on academic probation:

Effective Semester in College	1	2	3	4	5	6 or more
Accumulated Grade-Point Average	1.2	1.5	1.7	1.85	1.95	2.00

2. A student who is subject to continuing probation at the end of any probationary semester will be suspended from enrollment, unless he shows, in the judgment of the Executive Committee of the

Faculty, marked improvement in his academic performance or evidence of an honest effort at improvement.

3. A student on academic probation who falls below the following standards will be suspended from enrollment:

Effective Semester in College	1	2	3	4	5	6	7	8	9
Accumulated Grade-Point Average	-	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9

4. A student who receives a grade of F in more than 50% of the hours he has attempted in any one semester will be suspended from enrollment.

5. A student who returns to Hampden-Sydney after an academic suspension or other absence and whose academic record justifies his being on probation at the time of his return will be placed on academic probation. A student who returns after an academic suspension will ordinarily be held accountable to the standards pertaining to probation and discretionary suspension (as described in regulations 1 and 2 above) applicable to the semester at the end of which he was suspended, thus dropping back one semester relative to the requirements specified in those standards. This status will not be changed by transfer credit of up to ten hours earned between suspension and readmission. However, the standards pertaining to mandatory suspension (as described under regulation 3 above) will remain as stated.

6. The semester standing of a transfer student with respect to academic probation regulations will be determined by the sum of hours transferred from other institutions and hours attempted at Hampden-Sydney.

ACADEMIC COUNSELING

A student on academic probation is required to enter the Study Skills Program as a condition of continuing enrollment in the College.

READMISSION STATEMENT

If a student is dismissed from the College or if he withdraws voluntarily, he must make formal application for readmission. He should contact the Admissions Office for the proper forms and for information regarding readmission. The student's application will be considered by the Faculty

Admissions Committee, which will review his academic record and citizenship at Hampden-Sydney (and in some cases his secondary school record) as well as his activities during the period of his separation from the College. Each decision is made on an individual basis, and it is up to the applicant for readmission to demonstrate convincingly that he should be readmitted. The Admissions Committee is in no way obligated to readmit any student, no matter what the circumstances of his withdrawal or the terms of his suspension.

AUDITING COURSES

A student who desires to audit a class may do so with the permission of the instructor. The student will receive no credit for an audited course, but he will earn a grade of "AU" if all requirements specified by the instructor for auditing are met. With the permission of the instructor, students may change an audit course to a credit course before the end of the drop period.

REPEATING COURSES

A student may repeat once any previously passed course. The student, however, will receive credit for the course only once. The grade from the first time the course was taken will remain on the student's permanent record. Hours attempted and quality points earned will be counted for both times the course is taken and will be included in the computation of the student's cumulative grade-point average. (A student may repeat a course previously failed until he passes it. However, all failing grades earned during earlier enrollment in the course remain on the student's permanent record and are included in the computation of the student's cumulative grade-point average.)

TRANSFER CREDIT

Students may receive credit hours for college courses taken at another institution if they earn a grade of C or higher. The grade and hours earned are entered on the student's transcript, but no quality points are given and the grade-point average is unaffected. Students receive credit only for courses which are equivalent to those available at Hampden-Sydney and which are not being presented toward a degree at any other institution. Students receive no credit for correspondence courses. Students may use credit hours earned at another institution to satisfy distribution, major, or elective requirements of the Hampden-Sydney curriculum, provided that authorization is granted

by the appropriate Hampden-Sydney department chair. Any student who wishes to transfer credit is responsible for providing the Registrar's Office with transcripts of the work promptly on completion of the study.

SUMMER SCHOOL CREDIT

Subject to departmental approval, students may receive credit hours for courses taken in summer school at a four-year accredited institution if they earn a grade of C or higher. The grade and hours earned are entered on the student's transcript, but no quality points are given and the grade-point average is unaffected. Departmental approval should normally be obtained before a student enrolls in the course. Any student who wishes to receive credit for such courses is responsible for providing the Registrar's Office with transcripts of the work promptly on completion of the study.

REGISTRATION

Each new student, in consultation with his advisor, registers for first-semester courses during the summer before he enrolls and sends a list of requested courses to the Registrar. Subsequently, he consults with his advisor to register for each following semester.

ADDING AND DROPPING COURSES

Once a student has registered:

1. He may add a course, in consultation with his advisor and with the permission of the instructor, only during the first week of classes in any semester.

2. In consultation with his advisor and instructor, a student may drop a course without penalty during the first seven weeks of the semester provided that his remaining course load is at least 12 hours. Courses dropped in such a manner will not appear on the student's permanent record.

Students may drop courses without charge during the first five days of each semester. A \$5.00 fee will be charged students for each course dropped after the fifth day of each semester.

3. A student hopelessly deficient in one subject may, with the permission of the instructor, advisor, and Registrar, drop that course after the deadline for withdrawing. The grade for the semester will be recorded as WF.

4. Specific deadlines for withdrawing from courses are given in the Academic Calendar.

COURSE-LOAD REGULATIONS

Every student needs to carry a course load of 15-16 hours each semester in order to make satisfactory progress toward the 120 hours required for graduation.

Every student must carry a minimum course load of 12 hours each semester. To take fewer than 12 hours the student must receive the permission of his advisor and the Dean of the Faculty. For further information, see the section on PART-TIME ENROLLMENT, page 37. No student may take more than 19 hours in any semester without special permission of the Executive Committee of the Faculty.

CLASS ATTENDANCE

Freshmen are permitted one unexcused absence from class for each credit hour earned by passing the course. Instructors will inform upperclassmen at the beginning of each semester what attendance is expected of them.

When a professor believes that a student's absences are damaging his work, he may have the Dean of Students notify the student by mail. This notice constitutes a final warning. If the student continues to miss classes, the professor may have the student removed from the class, and the student may receive a grade of WF for the course.

More detailed information about class attendance policies and practices may be found in the current edition of *The Key: Hampden-Sydney College Student Handbook*.

EXAMINATIONS

Final examinations are held at the end of each semester. Final examinations may be given only during the regularly scheduled examination period unless one of the following exceptions applies:

- If a student has two final examinations scheduled at the same time, he should reschedule one examination in consultation with the instructors.

- If a student has more than two final examinations on any two consecutive days, he may reschedule afternoon examinations to the study days or to other days acceptable to the instructors involved.

- When more than one section of a course is taught by the same professor, students may take the examination with any section the professor approves. Approval, however, must be obtained before the beginning of the examination period.

- A professor may move an examination to an

earlier period in the examination schedule if all the students in the course agree. No final examination may be given before the first day of the examination period (with the exception of examinations in Rhetoric courses).

- A student who desires to take a final examination outside the regularly scheduled period for some reason other than those specified above must obtain the permission of the Dean of the Faculty.

RE-EXAMINATIONS

A senior who has been doing passing work in a course prior to examination week of his final semester but who fails the final examination in that course may, upon the recommendation of the instructor concerned and the approval of the Dean of the Faculty, be allowed to take a re-examination. The re-examination stands in lieu of the regular examination and must be averaged with all other grades used in the computation of the final grade, which may be no higher than D.

WITHDRAWAL FROM COLLEGE

Before a student may withdraw from the College, he must have the approval of the Dean of the Faculty and the Dean of Students. A student resigning on or after December 1 in the first semester or April 15 in the second semester will receive a grade of WF in all courses. He is not ordinarily eligible to return the next semester.

LEAVE OF ABSENCE

A student who has been at Hampden-Sydney for at least a semester can apply to the Office of the Registrar for approval of a leave of absence. Students who are granted such leaves will be guaranteed readmission, provided that they confirm re-enrollment and pay a reservation deposit of \$500 by April 1 (for the fall term) or November 1 (for the spring term). Candidates for leave of absence may not be on academic probation, nor have any disciplinary or honor proceedings pending against them. Deadlines for applying for such leaves are December 1 during the fall term and April 15 during the spring term. The maximum leave will be one year. Students who do not comply with the conditions governing leave of absence will be obliged to reapply for admission through the Admissions Office.

EXCLUSION FROM COLLEGE

College authorities reserve the right to exclude at any time a student whose conduct or academic standing they regard as unacceptable; in such a case fees will not be refunded or remitted, in whole or in part.

LEARNING DISABILITIES

Hampden-Sydney is sensitive to the needs of its learning-disabled students. Before matriculating at Hampden-Sydney, a student with a learning disability or perceptual handicap should make himself known to the Associate Dean for Academic Support and supply the Dean with documentation of his particular disability. Subject to the approval of the Dean of the Faculty, the Associate Dean for Academic Support, together with the student's advisor, will help the student design an academic program that will fit his aptitudes and skills as well as meet the College's requirements. The policies relating to learning disabilities may be obtained from the Dean of the Faculty or the Associate Dean for Academic Support.

Note: These academic regulations may be modified in individual cases by action of the Executive Committee of the Faculty.



Course Offerings

DIVISIONS OF STUDY

The academic departments and courses of instruction are grouped according to the following three divisions:

HUMANITIES, including Classics, English, Fine Arts, Humanities, Modern Languages, Philosophy, Religion, and Rhetoric.

NATURAL SCIENCES, including Biology, Chemistry, Mathematics and Computer Science, and Physics and Astronomy.

SOCIAL SCIENCES, including Economics, History, Political Science, and Psychology.

COURSE CLASSIFICATION

Each course listed in this catalogue is identified by the name of the department which offers it and a course number. (Courses which include significant content from more than one discipline are listed under Interdisciplinary Studies rather than under one of the academic departments.) At the right of the course number are parentheses which contain the credit hours per semester granted for passing the course. There are two variations. For example, Biology 108 (3) meets for one semester only and carries three semester hours of credit. French 201-202 (3-3) comprises two semesters of work, each earning three hours of credit, and the student may take one or both semesters.

SPECIAL TOPICS, INDEPENDENT STUDY, AND INTERNSHIPS

Courses with the following numbers, titles, and credit are offered in every department; if the course/topic is offered more than once, it must be approved by the faculty and assigned a number not ending with 85, 90, or 95.

185, 285, 385, or 485. Special Topics (1, 2, or 3 hours).

An organized course of study in an area other than one described in the course listings. All -85 courses must be approved by a majority of the voting members of the department.

376. Internship (1, 2, or 3 hours).

Combines work done normally in the summer before the student's senior year with ongoing course work and the production of a substantial research paper (no fewer than ten pages) on a related issue. This paper and a daily journal recording the internship experiences and the student's reactions to them must be approved by at least two faculty readers.

To qualify, a student must have a grade-point average of at least 2.7 at the time of application and must have taken at least nine hours of courses which are clearly connected with the internship before the internship begins.

Any regular, ongoing program of internships must be approved by the Academic Affairs Committee and the Faculty at large. An individual student proposal which does not fall within an approved program of internships must be approved by the Honors Council at least two months before the internship is to begin. No student receives more than three hours of academic credit for all such internships unless otherwise authorized by the Honors Council.

490. Directed Reading (1, 2, or 3 hours).

Reading related to a particular course or topic in which the student is interested, the reading to be done under the supervision of a faculty member who assists in designing the student's program.

495. Independent Study (1, 2, or 3 hours).

Research in which the student works independently under the supervision of a faculty member; the project ordinarily leads to a paper in which the student describes his work and summarizes his findings. For juniors and seniors only.

For directed reading (490) and independent study (495), a written proposal, designating hours of credit and describing the subject under investigation and the methods to be utilized, must be approved by the professor supervising the study, the chair of the department, and the student's faculty advisor.

A student may take no more than two 490/495 courses per semester.

Ordinarily, a student may take no more than

two 490 and two 495 courses during his tenure at Hampden-Sydney. If additional independent work is desired, a written proposal must be submitted to the Dean of the Faculty for approval. Students who wish to do extensive independent work are encouraged to pursue Departmental Honors.

Departments may specify prerequisites and minimal grade-point averages for taking 490 and 495 courses.

KEY TO FACULTY LEAVE STATUS:

L = On leave, 1998-99.

F = On leave fall semester only.

S = On leave spring semester only.

BIOLOGY

*Professors Gemborys^F, Lund, Shear, Turney;
Associate Professors Devlin, Werth; Assistant
Professor Dougherty*

Chair: Edward W. Devlin

All students interested in majoring in Biology are requested to see a representative of the Department of Biology during their freshman year to discuss their future programs of study. The requirements for a major in Biology are 33 hours, including Biology 101-102 and 151-152 (to be taken during either the freshman or the sophomore year). The balance of the major consists of appropriate electives with at least one course in each of the following three areas:

- 1. Molecular/Cellular Biology (Biology 215, 220, 311, 331, 332, or 340);*
- 2. Organismic/Systematic Biology (Biology 242, 243, 244, 321, 322, 337, or 338);*
- 3. Ecology/Population Biology (Biology 108 and 158, 251, 253, 260, 270, 275, 315, 316, or 376).*

Biology 250 may not be counted towards the Biology major.

In addition, Chemistry 110, 120, 151, and 152 are required.

Note: Many graduate schools require courses in physics, mathematics through calculus, organic chemistry, statistics, computer science, physical chemistry, and electronics by way of preparation for certain biology majors. The Department of Biology recommends that all students planning to pursue graduate or professional studies in the biological sciences investigate the prerequisites for their particular field of study by the fall semester of their junior year so that these may be incorporated into their undergraduate program.

BIOLOGY 101-102. (3-3)

INTRODUCTION TO BIOLOGY. An introduction to the basic topics of the biological sciences. Prerequisites: none for 101; 101 prerequisite for 102. Corequisites: Biology 151 and 152, respectively. Offered: 101 each semester; 102 in the spring semester.

BIOLOGY 108. (3)

ENVIRONMENTAL BIOLOGY. A consideration, based on basic biological concepts, of the processes leading to the degradation of our environment.

The course includes discussions of such topics as environmental pollution by pesticides, industrial by-products, and radioactive materials; the historical background and future prospects of the population explosion; and the need for preservation of our natural resources. Students offering only Biology 108 for major credit must also have taken Biology 158. Prerequisite: none. Offered: each semester.

BIOLOGY 151-152. (1-1)

LABORATORY IN INTRODUCTORY BIOLOGY.

Laboratory work associated with Biology 101 and 102. Prerequisites: none for 151; 151 is prerequisite for 152. Corequisites: Biology 101 and 102, respectively. Offered: 151 each semester; 152 in the spring semester.

BIOLOGY 158. (1)

LABORATORY IN ENVIRONMENTAL BIOLOGY. A laboratory experience designed to demonstrate the interactions between plants and animals and their environment and to acquaint the non-science-oriented student with techniques and methods used in the measurement of environmental parameters. Consideration is given to such topics as the thermal and chemical stratification of lakes and ponds and how this phenomenon affects aquatic organisms, a comparison of the chemical and physical characteristics of natural and polluted streams, and the effects of logging and fire in local forest ecosystems. Prerequisite or corequisite: Biology 108. Offered: each semester.

BIOLOGY 215. (4)

CELL BIOLOGY. A sophomore-level course designed as an introduction to the activities of eukaryote cells. It also serves to prepare students for other cellularly based courses, such as Physiology, Molecular Biology, Developmental Biology, Biochemistry, and others. Lecture topics include functions of the major organelles, DNA and gene regulation, cell membranes, enzyme action, the cytoskeleton, and control of cell division. Laboratories are experimentally based; students are shown how to design and perform their own experiments, analyze their data, and present their findings. Prerequisites: Biology 101, 102, 151, and 152. Offered: fall semester.

BIOLOGY 220. (4)

MICROBIOLOGY. This course deals mainly with the biology of viruses and prokaryotic microbes, although fungi, protozoa, and eukaryotic algae are considered briefly, especially in the laboratory. The structure, energy-harnessing mechanisms, ecology, and genetics of bacteria are considered, along with the structure and genetics of viruses. There is a general survey of the microbes with some emphasis on those that cause human disease. There is extensive laboratory work (two laboratory periods per week) focusing on skills and practices recommended by the American Society for Microbiology, featuring opportunities for students to work independently and in small groups to sample the environment, identify unknowns, and develop microscopy skills. Prerequisites: Biology 101, 102, 151, and 152. Offered: fall semester.

BIOLOGY 242. (4)

BOTANY. An intensive study of the anatomy, morphology, taxonomy, physiology, and ecology of plants, fungi, and algae. The commercial and medicinal uses of plants are considered. Prerequisites: Biology 101, 102, 151, and 152. Offered: spring semester of even years.

BIOLOGY 243. (4)

ENTOMOLOGY. An intensive study of insects as representatives of the phylum Arthropoda. Lecture topics include insect physiology and behavior, insect morphology and classification, social insects, methods of insect control, and insect ecology. Laboratories consist primarily of work on the local insect fauna. A collection is required and forms a major part of the student's grade. Prerequisites: Biology 101, 102, 151, and 152. Offered: fall semester of even years.

BIOLOGY 244. (4)

INVERTEBRATE ZOOLOGY. A study of the diversity of the animal kingdom, excluding vertebrates, taught from a phylogenetic perspective. The major species of each phylum is discussed, including ecology and systematics. Representatives of the major phyla are examined and dissected in the laboratory. Prerequisites: Biology 101, 102, 151, and 152. Offered: spring semester of odd years.

BIOLOGY 250. (3)

BIOETHICS. Examines the growing field of problems lying at the interface between advancing technological expertise in the health fields and the related moral and ethical problems which are being raised by such advances. An attempt is made to place man in his proper biological perspective and to provide students with the mental tools and outlooks with which they can make intelligent judgments in bioethical matters and then live with their decisions. No laboratory. This course does not provide credit for a biology major. Prerequisite: none. Offered: spring semester.

BIOLOGY 251. (4)

BIOECOLOGY. A consideration of physical and biotic factors of the environment and how these factors affect both plant and animal life. The laboratory includes an intensive study of these relationships as illustrated in both aquatic and terrestrial communities. Field trips are made. Prerequisite: Biology 101 or consent of instructor. Offered: on sufficient demand.

BIOLOGY 253-254. (4-1)

PLANT ECOLOGY. A consideration of the interrelationships between plants and their environment. These relationships are observed through study of the major plant communities of Virginia. Emphasis is placed on the role of succession and environment in the development of plant associations. Three lectures and one laboratory per week, first semester; one laboratory per week, second semester. Field trips are required. The work in the second semester consists of directed study of a problem of interest to the student and is based on the principles and methods studied in the first semester. Prerequisites: Biology 101, 102, 151, and 152. Offered: 253 in the fall semester of even years; 254 in the spring semester of odd years on demand.

BIOLOGY 260. (4)

TROPICAL BIOLOGY. A consideration of the biology of plants and animals, including man, living in a tropical environment. Special emphasis is given to the study of the structure and function of a typical coral reef and to the study of the ecology, physiology, and taxonomy of other locally important marine forms. Laboratory included. Course presented on the Hampden-Sydney campus and at a tropical marine biology laboratory. Prerequisite: permission of the instructor. Offered: on sufficient demand.

BIOLOGY 270. (4)

ECOSYSTEMS OF THE MIDATLANTIC AND NORTHEASTERN UNITED STATES. A survey of the significant vegetation types of the Eastern United States, ranging from the longleaf pine forests of Virginia to the alpine tundra formations of New Hampshire. Consideration is also given to the effects of climatic, geologic, and edaphic influences on the development of these ecosystems. Quantitative methods of vegetation sampling and statistical techniques are employed. Laboratory included. Duration: 3 weeks. Prerequisite: none. Offered: May Term on sufficient demand.

BIOLOGY 275. (4)

VERTEBRATE PALEONTOLOGY AND EVOLUTION. Reviews the major steps in vertebrate history (including physical anthropology), with emphasis on significant ecological and structural transitions, as well as the broader evolutionary framework of origins and extinctions. Laboratories and field trips develop geological and geographical principles of paleontology and provide for examination of fossil vertebrate specimens. Prerequisites: Biology 101, 102, 151, and 152. Offered: fall semester of odd years.

BIOLOGY 311. (4)

GENETICS. Principles of heredity and variation as developed from the morphological, physiological, and biochemical levels of gene action. Laboratory exercises include work with classical material such as *Drosophila* as well as more recent activity involving phages and DNA annealing. Some laboratory work and many lecture demonstrations utilize Macintosh computers to model molecular phenomena, perform Mendelian crosses, study population genetics, and statistically analyze data. Three lectures and one laboratory per week. Prerequisites: Biology 101, 102, 151, and 152. Offered: spring semester.

BIOLOGY 315. (3)

EVOLUTIONARY THEORY. An introduction to evolutionary thinking and the modern synthetic theory. Mathematical models of population phenomena are derived and tested through problem-solving. The process of speciation is examined, and basic biogeographical principles are studied. Some discussion of the history of evolutionary biology and the lives of its major contributors also takes place. Prerequisite: Biology 311 or permission of instructor. Offered: fall semester of odd years.

BIOLOGY 316. (3)

HISTORY OF LIFE. A course presenting some fundamentals of plate tectonics, using this information to reconstruct past environments and past geographies. The development of life on earth is reviewed from an historical perspective, emphasizing faunal and floral changes, the processes of extinction and recovery, and the phylogeny of major groups of organisms. Prerequisites: Biology 101, 102, 151, and 152. Offered spring semester of even years.

BIOLOGY 321. (4)

DEVELOPMENTAL BIOLOGY. A survey course that examines the processes involved in the transformation of a single cell into a complete multicellular organism. The course is organized to contain a mixture of traditional animal morphogenesis as well as the molecular mechanisms of cell and tissue differentiation. Laboratories involve experiments with live embryos or cells of the African Clawed Frog, chick, fruit fly, sea urchin, and sponges. Laboratory procedures involve a combination of microsurgery, observation, and a number of current molecular techniques. Prerequisites: Biology 101, 102, 151, and 152. Offered; spring semester of even years.

BIOLOGY 322. (4)

HISTOLOGY. Histology involves both the examination of the characteristics of the four basic tissue types and the structure and organization of organs and organ systems. The course material is approached from both a structural and a functional perspective. Histology involves such diverse fields as embryology, cell biology, anatomy, and physiology to explain the relationship of individual tissues to the structure and functioning of the body as a whole. The laboratory involves the examination of prepared slides and electron micrographs of the tissues discussed in lecture. In addition, all students prepare their own slides of various tissue types. Prerequisites: Biology 101, 102, 151, and 152. Offered: spring semester of odd years.

BIOLOGY 331. (4)

MOLECULAR BIOLOGY/BIOCHEMISTRY. This course explores the molecular basis of life, including the replication and expression of genetic information and the biochemical nature of cell structure, metabolism, and bioenergetics. Laboratory exercises include the application of recombinant DNA techniques, the expression and purification

of proteins, and the use of model organisms to study gene function. Three lectures and one laboratory per week. Prerequisites: Biology 101, 102. Prerequisite or corequisite: Chemistry 210. Offered: fall semester.

BIOLOGY 332. (3)

PHYSIOLOGY. A continuing treatment of the cell's structure and function with emphasis this semester on muscle contraction, nerve conduction, cell division, and differentiation. Supplemental lectures on the cellular basis for homeostasis are included with specific treatments of circulatory physiology, respiratory physiology, and renal physiology. Three lectures per week. Prerequisites: Biology 101, 102, 151, and 152. Biology 331 is a desirable antecedent to Biology 332. Consult the instructor if you have not had Biology 331. Offered: on demand.

BIOLOGY 337. (4)

COMPARATIVE VERTEBRATE ANATOMY. An intensive study of vertebrate structure and evolution, from materials and tissues to organs and organ systems, including chordate systematics and diversity. Laboratories involve comparative dissection, gross and microscopic examination of vertebrate tissues, and experimental methods in functional morphology. Prerequisites: Biology 101, 102, 151, and 152, or consent of instructor. Offered: fall semester of even years.

BIOLOGY 338. (4)

COMPARATIVE VERTEBRATE PHYSIOLOGY. An intensive study of the physical and metabolic functions of vertebrates, including humans. Emphasis is placed on physiological ecology and adaptation to the environment. Laboratory experiments investigate the function of structural tissues and internal organ systems utilizing advanced instrumentation and computer software. Prerequisites: Biology 101, 102, 151, and 152, or consent of instructor; Biology 337 recommended. Offered: spring semester of odd years.

BIOLOGY 340. (4)

IMMUNOLOGY. A discussion and laboratory class that investigates the major principles of the immune response. The focus throughout is to understand how the body distinguishes "self" from "nonself." Specifically, topics include innate and acquired immunity, active and passive immunity, characteristics of cells involved in the immune

response, humoral and cellular immunity, and applications of immunological principles to real-world situations, such as recovery from infectious disease, successful organ transplantation, allergic responses, and treatment of cancer. Laboratory experiences include the study of the cells and organs of the immune system, antigen and antibody detection, and immunologically based assays in modern science laboratories such as ELISA. Prerequisites: Biology 101, 102, 151, and 152, and at least one of Biology 215, 220, or 331, or the permission of the instructor. Offered: spring semester of odd years.

BIOLOGY 376. (4)

AQUATIC ECOLOGY. A study of the physical, chemical, and biological characteristics of the world's major aquatic ecosystems. The laboratory experience is designed to give the student first-hand knowledge of the methods used in studying aquatic organisms and environments. It includes regular assigned exercises as well as an independent study project. Field trips are taken. Prerequisites: Biology 101, 102, 151, and 152, or consent of instructor. Offered: fall semester of odd years.

CHEMISTRY

Professors Anderson, Porterfield, Sipe; Visiting Professor Johnson; Associate Professors Dunn, Mueller.

Chair: Herbert J. Sipe, Jr.

The requirements for a major in Chemistry are:

1. All courses from the techniques track (except honors) and the following courses from the concepts track: 110, 120, 210-211, 310-311, 411, and one of the following three groups of additional courses:
 - (a) 410 and one Chemistry elective at the 300- or 400-level, or
 - (b) for ACS accreditation in Chemistry, 320, 410, and 420, or
 - (c) for ACS accreditation in Biochemistry, Chemistry 320 and 420, Biology 331, and one additional course in Biology, chosen from Biology 215, 220, 311, 321, and 332.
2. Satisfactory completion of Mathematics 141-142, Physics 131-132, and Physics 151-152.

CONCEPTS TRACK

CHEMISTRY 103. (3)

CHEMICAL CONCEPTS IN A TECHNOLOGICAL SOCIETY. A topical study of the impact of the chemical practices of our technological culture on our society, with a concurrent examination of the philosophical basis on which scientific judgments can be soundly formed in societal applications. This course is intended for students with primary interests outside the sciences and does not satisfy prerequisite requirements for any other chemistry course. Prerequisite: none. Corequisite: none. Chemistry 151 laboratory may be taken concurrently or in a later semester if desired. Offered: each semester if staff permits.

CHEMISTRY 105. (3)

TOXIC CHEMICALS IN SOCIETY. An introduction to selected topics in toxicology, pharmacology, and medicinal chemistry that are essential to an understanding of the role of chemicals in modern society and their impact on us as individuals and as a civilization. Considered in this course are the risks and consequences of contact with chemicals both intended and unintended, e.g., the use of pharmaceuticals and exposure to hazardous chemicals from industrial wastes. This course is intended for students with primary interests outside the

sciences and does not satisfy prerequisite requirements for any other chemistry course. Prerequisite: None. Offered: spring semester if staff permits.

CHEMISTRY 110. (3)

CHEMICAL CONCEPTS. A survey of the basic concepts of physical chemistry as a foundation for either systematic study of descriptive inorganic chemistry or continuing study of bonding theory in the context of organic chemistry. Some mathematical facility desirable. Prerequisite: none. Corequisite: none. Students electing Chemistry 110 to fulfill the laboratory science distribution requirement should also take Chemistry 151. Entering freshmen intending majors or careers related to chemistry should take Chemistry 110 and 151 in their first semester. Prerequisite: None. Offered: fall semester.

CHEMISTRY 120. (3)

DESCRIPTIVE INORGANIC CHEMISTRY.

A survey of the chemistry of the elements: their natural occurrence, extractive methods, physical forms, laboratory reactions and uses, and commercial and industrial uses, with some economic interpretation of the latter. Some attention is given to the abundance and exhaustion of resources and to ways in which current and future chemical research can alleviate expected scarcities. Prerequisite: Chemistry 110. Offered: spring semester.

CHEMISTRY 210-211. (3-3)

CHEMICAL BONDING AND ORGANIC CHEMISTRY.

An examination of the qualitative principles of covalent bonding as an introduction to an integrated study of the aliphatic and aromatic compounds of carbon with emphasis on reaction mechanisms, stereochemistry, and conformational analysis. Prerequisite: Chemistry 110. Corequisites: Chemistry 251-252. Offered: 210 in the fall semester; 211 in the spring semester.

CHEMISTRY 220. (3)

CHEMICAL AND BIOCHEMICAL TOXICOLOGY.

An introduction to selected topics in toxicology, the science of poisons. Considered in this course are the chemical and biochemical modes and sites of action of toxicants. Examples are drawn from pharmaceutically and environmentally important compounds. Additional topics that may be considered include risk assessment, epidemiological investigations, and the relative risks of

"natural" and synthetic toxicants. Prerequisites: Biology 102 and Chemistry 210, or consent of the instructor. Offered: spring semester, staff permitting.

CHEMISTRY 310-311. (3-3)

PHYSICAL CHEMISTRY I, II. The theoretical principles of chemistry are developed and used to explain selected chemical phenomena. Chemistry 310 considers thermodynamics, statistics, and kinetics; Chemistry 311 considers introductory quantum mechanics and statistical mechanics. Prerequisites: for Chemistry 310, Chemistry 110 and Mathematics 142; for Chemistry 311, Chemistry 310. Corequisite: for Chemistry 310, Physics 131. Offered: 310 in the fall semester; 311 in the spring semester.

CHEMISTRY 312. (3)

PHYSICAL CHEMISTRY III. The quantum mechanics introduction of Physical Chemistry II is extended to molecular systems and used in the prediction of chemical and spectroscopic properties. The theoretical basis of spectroscopic techniques is examined. Prerequisite: Chemistry 311. Offered: spring semester.

CHEMISTRY 318. (3)

MEDICINAL CHEMISTRY. A study of pharmacologically active compounds with emphasis on chemical structure, mode of action, and the relationships of these factors to therapeutic effects in humans. The major classes of drugs discussed are various central and autonomic nervous system agents, cardiovascular agents, diuretics, antibiotics, and antineoplastic agents. Prerequisite: Chemistry 211 or consent of the instructor. Offered: staff permitting.

CHEMISTRY 320. (3)

BIOCHEMISTRY. An introductory survey. Emphasis is placed upon the application of basic principles of chemical structure, conformational analysis, mechanism, and dynamics to molecules and reactions of importance in living systems. The principal focus is at the molecular level. Proteins are covered extensively, and attention is also given to carbohydrates, lipids, and nucleic acids. Prerequisite: Chemistry 211 or consent of the instructor. Offered: fall semester.

CHEMISTRY 330. (3)

ORGANIC CHEMISTRY III. An extended examination of the concepts introduced in the first two semesters of organic chemistry. Emphasis is placed on the relationships between structure and mechanism. Articles from chemical journals are used to show the interaction of experiment and theory in the formulation and development of reaction mechanisms. Prerequisite: Chemistry 211. Offered: spring semester of odd-numbered years.

CHEMISTRY 410-411. (3-3)

CHEMICAL INSTRUMENTATION AND ANALYSIS. Principles of instrumental chemical investigation and analysis. Topics include basic concepts of electronics applied to chemistry; introduction to analog and digital signal enhancement techniques; computer-assisted acquisition, manipulation, and presentation of data; survey of spectroscopic, electrochemical, mass spectrometric, and chromatographic methods of analysis. Prerequisite: Chemistry 311 or consent of the instructor. Offered: 410 in the fall semester; 411 in the spring semester.

CHEMISTRY 420. (3)

ADVANCED INORGANIC CHEMISTRY. Basic theoretical concepts of inorganic chemistry applied to the principles of inorganic synthesis, and introductory organometallic and bioinorganic topics. Prerequisite: Chemistry 310. Offered: fall semester.

TECHNIQUES TRACK**CHEMISTRY 151-152. (1-1)**

TECHNIQUES OF CHEMISTRY. An extended project involving the independent synthesis and analysis of a coordination compound, requiring the use of library facilities, volumetric and gravimetric techniques of quantitative analysis, and introductory spectroscopic techniques. Two second-semester projects identify unknown compounds using chemical and spectroscopic techniques. Breakage deposit: \$35.00. Prerequisite: Chemistry 151 for 152. Corequisite: Chemistry 103 or 110. Offered: 151 in the fall semester; 152 in the spring semester.

CHEMISTRY 251-252. (1-2)

INTERMEDIATE LABORATORY. A series of individualized laboratory projects and related studies designed to continue the student's growth as an independent scientific investigator. The focus is on

the design of experiments and interpretations of results. Projects and techniques are drawn largely from analytical, synthetic, and physical organic areas. The design of synthesis procedures and separation schemes is emphasized, and rate studies are correlated to mechanisms. Analytical techniques applied include gas and liquid chromatography, infrared spectroscopy, UV-visible spectrophotometry, nuclear magnetic resonance, and mass spectrometry. Breakage deposit: \$35.00. Prerequisite: Chemistry 151. Chemistry 251 is prerequisite to Chemistry 252. Corequisites: Chemistry 210-211. Offered: 251 in the fall semester; 252 in the spring semester.

CHEMISTRY 351-352. (2-2)

ADVANCED LABORATORY I. Individual one-semester projects are drawn from the fields of analytical, inorganic, organic, and physical chemistry. Projects involve advanced synthetic techniques in organic and in inorganic chemistry, chemical analysis and structure determination by instrumental methods, computer acquisition, and reduction of data. Projects include literature searches and journal-style research reports. Weekly seminars include several speakers from regional academic and research organizations. Each student gives at least one research seminar per semester. Chemistry 351-352 and 451-452 form a four-semester sequence in which students work each semester with a different member of the department. Breakage deposit: \$35.00. Prerequisites: Chemistry 252 for 351; Chemistry 351 for 352, or consent of the instructor. Offered: 351 in the fall semester; 352 in the spring semester.

CHEMISTRY 362. (1)*INTRODUCTION TO HONORS RESEARCH.*

The preparation of a detailed proposal of honors research, based on a thorough literature search, in consultation with the professor who supervises the honors research project in Chemistry 461-462. Prerequisites: Chemistry 351 and consent of the instructor. Corequisite: Chemistry 352. Offered: on demand.

CHEMISTRY 451-452. (2-2)

ADVANCED LABORATORY II. The projects in Advanced Laboratory II are designed to require more student ingenuity than those in Advanced Laboratory I. Projects are drawn from the same fields of chemistry as are those in Advanced Laboratory I. Breakage deposit: \$35.00.

Prerequisite: Chemistry 352. Corequisite: Chemistry 410 or permission of the instructor. Offered: 451 in the fall semester; 452 in the spring semester.

CHEMISTRY 461. (3)

HONORS ADVANCED LABORATORY. An extended scholarly project, developed in Chemistry 362, conducted in close consultation with a supervising professor, and ordinarily continuing in Chemistry 462. Prerequisites: Chemistry 352, Chemistry 362, and consent of the instructor. Offered: on demand.

CHEMISTRY 462. (3)

HONORS ADVANCED LABORATORY. An extended scholarly project, developed in Chemistry 362, initiated in Chemistry 461, and completed in close consultation with a supervising professor. Prerequisites: Chemistry 461 and consent of the instructor. Offered: on demand.

CLASSICS

Professors Arieti, Brinkley, Tucker

Chairman: C. Wayne Tucker

The requirements for a major in Greek are at least 30 hours, including 12 hours in Greek above the elementary level, of which 6 hours must be in courses at the 300-level or above, and History 301. The other 15 hours may be selected from courses in Greek (above the 200-level), Latin, and Classical Studies; History 302; Fine Arts 110; Philosophy 301; and Political Science 310.

The requirements for a major in Latin are at least 30 hours, including 12 hours in Latin above the elementary level, of which 6 hours must be in courses at the 300-level or above, and History 302. The other 15 hours may be selected from courses in Latin (above the 200-level), Greek, and Classical Studies; History 301; Fine Arts 110; and Philosophy 301.

The requirements for a major in Greek and Latin are at least 36 hours, including at least 12 hours in each language, including 6 in one at the 300-level or above, and History 301 and 302. The additional 6 hours may be selected from courses in the Greek and Latin languages (above the 200-level), courses in Classical Studies, Fine Arts 110, Philosophy 301, and Political Science 310.

The requirements for a major in Classical Studies are at least 30 hours, including at least 6 hours of Greek or Latin above the elementary level. The additional 24 hours may be selected from courses in the Greek and Latin languages (if these are in the language used to satisfy the language portion of this major, they must be above the 200-level); courses in Classical Studies; History 301, 302; Fine Arts 110; Philosophy 301; and Political Science 310. None of the thirty hours taken to satisfy the requirements for the Classical Studies major may be used in the Humanities portion of the distribution requirements.

GREEK

GREEK 101-102. (3-3)

ELEMENTARY GREEK. A foundation course in the vocabulary, forms, and grammar of classical Greek, preparing the student to read standard authors. Emphasis is given to the development of the student's command of English by comparative and contrastive exercises and to the appreciation of Greek cultural values by close study of significant vocabulary. Prerequisite: none. Offered: 101 in the fall semester; 102 in the spring semester.

GREEK 201-202. (3-3)

INTERMEDIATE GREEK. A continuing study of grammar and vocabulary is integrated with the reading and analysis of unadapted prose and verse. Prerequisites: Greek 101-102. Offered: 201 in the fall semester; 202 in the spring semester.

GREEK 301. (3)

THE GREEK NEW TESTAMENT. Close study of passages from the Synoptic Gospels and Acts, and perhaps some other books. Due attention is given to peculiarities of *koiné* Greek and to textual problems, especially those with theological implications. Prerequisites: Greek 201-202. Offered: on sufficient demand.

GREEK 302. (3)

GREEK DRAMA. Representative plays of Aeschylus, Sophocles, Euripides, or Aristophanes are read and discussed as dramatic pieces and in their relation to the origin of tragedy and comedy and the development of the theater. Prerequisites: Greek 201-202. Offered: on sufficient demand.

GREEK 303-304. (3-3)

GREEK HISTORIANS. Selections from the major historians are read, with emphasis on developing the student's capacity to read Greek prose and on his appreciation of the writers' contributions to Western historiography. Some parallel reading in English is required. Prerequisites: Greek 201-202. It is further suggested that the student have had or be enrolled in History 301. Offered: on sufficient demand.

GREEK 305-308. (3 each semester)

ADVANCED READINGS IN GREEK LITERATURE. The reading and discussion of selected works of Greek literature, chosen according to the needs of the class. Among authors that may be selected are Homer, Plato, Plutarch, the lyric poets, and the Athenian orators. Prerequisites: Greek 201-202. Offered: on sufficient demand.

LATIN

LATIN 101-102. (3-3)

ELEMENTARY LATIN. This course is designed for students with no previous experience with Latin. The text is written for adults; the sentences and drill exercises in forms and syntax are based on classical authors. Considerable emphasis is placed on expanding the student's vocabulary and grasp of

language structure. *Students who have had two or more years of high-school Latin may not enroll in Latin 101 or 102.* Prerequisite: none. Offered: 101 in the fall semester; 102 in the spring semester.

LATIN 103. (3)

FUNDAMENTALS OF LATIN (INTENSIVE).

This course is intended for students who have taken two or more years of Latin in high school, but who do not have the proficiency in the language for successful work in Latin 201 or higher. The material of Latin 101-102 is covered in one semester. With the permission of the instructor it may be taken as a rapid introduction to Latin. *Students who have received credit for any other Latin course at the College may not enroll in Latin 103.* Prerequisites: two or more years of high-school Latin, or the permission of the instructor. Offered: spring semester.

LATIN 201-202. (3-3)

INTERMEDIATE LATIN. Reading and analysis of selections from Latin prose and verse, and a continuing study of grammar and vocabulary. Prerequisites for 201: Latin 101-102, 103, or equivalent; for 202: Latin 201. Offered: 201 in the fall semester; 202 in the spring semester.

LATIN 301-302. (3-3)

MASTERPIECES OF LATIN LITERATURE. The selection of authors is at the discretion of the instructor. Prerequisite: Latin 202 or equivalent. Offered: 301 in the fall semester; 302 in the spring semester.

LATIN 401-408. (3 each semester)

ADVANCED READINGS IN LATIN LITERATURE. The courses is devoted to intensive study of individual authors such as Lucretius, Tacitus, Livy, Ovid, Horace, or to literary genres such as Roman satire, elegiac poetry, epistolography, history. Prerequisite: a third-year Latin course or equivalent. Offered: on sufficient demand.

LATIN 411. (3)

LATIN COMPOSITION AND GRAMMAR.

Prerequisite: a third-year Latin course or equivalent, or permission of the instructor. Offered: on sufficient demand.

CLASSICAL STUDIES

Courses offered under the rubric of Classical Studies require no knowledge of Latin or Greek and do not carry language credit.

CLASSICAL STUDIES 201. (3)

ENGLISH ETYMOLOGY. A study of English words as derived from the classical languages. The purpose of the course is to broaden the student's vocabulary through a study of the historical development of an important element of the English language. No prior knowledge of Greek or Latin is presumed. Not open to freshmen.

CLASSICAL STUDIES 202. (3)

CLASSICAL MYTHOLOGY. A comprehensive survey of Greco-Roman mythology, with the aim of providing the student with a working knowledge of a significant element in Western culture and its creative achievements. Readings and lectures cover both the content of the mythology and its linguistic, archaeological, and anthropological significance. Offered: alternate spring semesters.

CLASSICAL STUDIES 203. (3)

GREEK LITERATURE IN TRANSLATION. Reading and discussion of major works of classical Greek literature. Literary themes and techniques are considered, as well as the influence of Greek writings on later literature. No knowledge of Greek is required. Offered: fall semester.

CLASSICAL STUDIES 204. (3)

LATIN LITERATURE IN TRANSLATION. Reading and discussion of major works of classical Latin literature. Literary themes and techniques are considered as well as the influence of Latin writings on later literature. No knowledge of Latin is required. Offered: spring semester.

CLASSICAL STUDIES 301. (3)

HUMANISM IN ANTIQUITY. An intellectual history of the ancient world, ranging from Hesiod's *Theogony*—an account of the genesis of the Greek Gods—to Boethius, the man who undertook to synthesize Plato and Aristotle. Readings include works by major figures, like Herodotus, Plato, and Augustine, as well as some by minor figures, like Minucius Felix and Basil. Emphasis is placed on such questions as what the ancients meant by "happiness," "human," and "nature," and how their views developed under

paganism and Christianity. Prerequisite: Any of the following: Humanities 101, History 301, 302, Latin or Greek at the 200-level or above, Classical Studies 203, 204, or permission of the instructor. Offered in spring semester of alternate years.

HISTORY 301. (3)

GREEK HISTORY. An historical survey of the cultural, political, economic, and social aspects of Greek civilization to the time of the late Roman Empire. This course does not assume a knowledge of Greek and does not satisfy any of the language requirements. It carries credit toward a History major. Offered: fall semester.

HISTORY 302. (3)

ROMAN HISTORY. A comprehensive survey of the rise and decline of Rome as a world-state and as the matrix of subsequent Western civilization. Primary emphasis is placed on the social, political, economic, and diplomatic forces in the evolution of Roman supremacy in the Mediterranean. Special attention is given to the development of the civil law and the origin of basic Western legal concepts. This course does not assume a knowledge of Latin and does not satisfy any of the language requirements. It carries credit toward a History major. Prerequisite: none. Offered: spring semester.

LINGUISTICS 301. (3)

DESCRIPTIVE LINGUISTICS. An introduction to the techniques, findings, and insights of modern linguistics, "the most scientific of the humanities and the most humane of the sciences." Special attention is given to developing analytical appreciation of contemporary American English, on which most of the class exercises are based. A general course for all those interested in the nature of language. Prerequisite: sophomore or higher standing. Offered: on sufficient demand.

LINGUISTICS 302. (3)

HISTORICAL LINGUISTICS. Thorough study of the comparative method of linguistic reconstruction, and of modern views of the nature of linguistic evolution. Each student is required to do practical, independent work in a language of his competence, which may be English. Prerequisite: Linguistics 301 or English 401. Offered: on sufficient demand.

ECONOMICS

Professor Emeritus Hendley; Professors Gibson, Townsend; Associate Professors Carilli, Thornton; Assistant Professor P. Mitias; Visiting Assistant Professors Dempster, Isaacs; Lecturer C. Mitias

Chair: Kenneth Townsend

The requirements for all students majoring in Economics are 27 hours in Economics, to include Economics 301 and 303, and, in addition, Mathematics 121 and 140. Students are expected to take the two required Mathematics courses prior to the junior year and to complete Economics 301 and 303 during the junior year. Beyond these specific courses, the student may choose between concentrations in General Economics and in Management Economics. The General Economics concentration requires the student to take Economics 401 and 402. For the Management Economics concentration, the student must take Economics 221, 222, 421, and 422. Interdisciplinary majors within the social sciences may be developed and pursued with the approval of the departments concerned.

ECONOMICS 101. (3)

INTRODUCTION TO ECONOMICS. A survey of the basic concepts used to analyze economic questions. Prerequisite: none. Offered: each semester.

ECONOMICS 103. (3)

MONEY AND BANKING. Analysis of the fractional reserve banking system and its place in financial markets and the American economy. The Federal Reserve System and its relation to the banking system are analyzed. Monetary and fiscal policies are examined in the light of Macroeconomic theory. Prerequisite: Economics 101. May not be taken by a student who has had Economics 303, except with permission of the instructor. Offered: each semester.

ECONOMICS 201. (3)

COMPARATIVE ECONOMIC SYSTEMS. An examination of the major economic systems with emphasis on implications for resource allocation, income distribution, and economic growth. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 205. (3)

HISTORY OF ECONOMIC THOUGHT.

A survey of the development of economics from Plato and Xenophon through marginalism. Emphasis is on the works of the central figures in the evolution of the discipline, including Smith, Ricardo, Mill, Marx, and Marshall. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 208. (3)

PUBLIC FINANCE. An analysis of the process of government decision-making and of the effects of governmental budgetary decisions, particularly tax decisions, on individual and business choices. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 210. (3)

ECONOMIC DEVELOPMENT. A study of fact, theory, and policy in underdeveloped economies. Problems of capital formation, population, agriculture, international trade, foreign aid, etc. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 211. (3)

LABOR ECONOMICS. The course examines outcomes in the labor market and their causes. Topics include wage determination, labor supply decisions, firms' employment decisions, education and human capital, migration and immigration, unemployment, welfare programs, and the meanings and measurement of race and sex discrimination. Prerequisite: Economics 101.

ECONOMICS 212. (3)

ENVIRONMENTAL ECONOMICS. This course examines the economic determinants of environmental change and analyzes the principal remedies proposed for the problems of pollution, resource exploitation, and overpopulation. Case studies are used to illustrate, and require use of, the concepts of public goods, externalities, benefit-cost analysis, and government regulation. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 213. (3)

ECONOMICS OF THE LAW. Application of economic analysis to the civil law, with primary emphasis upon the common law of property, torts, and contracts. Examination of the effects of legal institutions and precedents on economic choices and study of the economic logic of law. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 214. (3)

INTRODUCTION TO INDUSTRIAL ORGANIZATION AND THE ECONOMICS OF ANTI-TRUST. An examination of the structure, conduct, and performance of different industries, and an analysis of government anti-trust policies designed to alter or maintain existing market structures. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 215. (3)

URBAN AND REGIONAL ECONOMICS. Economic analysis of the location and growth of urban and regional areas with emphasis on public-policy issues. Discussion of land-use patterns, measurement and change in regional economic activity, and urban problems, such as transportation, housing, poverty, and crime. Special attention is placed on local fiscal behavior, overlapping jurisdictions and the provision of local public goods, and intergovernmental fiscal relations. Prerequisite: Economics 101.

ECONOMICS 216. (3)

AUSTRIAN ECONOMICS. This course develops the methodological foundations of the Austrian school. From these foundations the course investigates the Austrian view on value theory and social costs and benefits, entrepreneurship, competition and monopoly, the socialist calculation debate, capital and interest, money and monetary institutions, business cycle theory, and wages and unemployment. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 220. (3)

CORPORATION FINANCE. The financial organization and management of a business corporation. The course includes a study of methods of obtaining capital, financial policy, mergers, reorganization, and liquidation. Prerequisite: Economics 101; Economics 231 (or equivalent) is recommended but not required. Offered: fall semester.

ECONOMICS 221. (3)

MANAGEMENT ACCOUNTING AND ANALYSIS. Study of the sources, organization, and uses of data generated by double-entry accounting. Emphasis is placed on managerial accounting techniques. Prerequisites: Economics 101 and sophomore standing. Offered: each semester.

ECONOMICS 222. (3)

NATURE, MANAGEMENT, AND ENVIRONMENT OF BUSINESS. An introductory survey of the organization and management of the business enterprise, with an emphasis on the functional areas. Prerequisites: Economics 101 and sophomore standing. Offered: fall semester.

ECONOMICS 231. (3)

FINANCIAL ACCOUNTING AND ANALYSIS. A comprehensive introduction to the fundamental principles and procedures of financial accounting. Emphasis is placed on the description, derivation, and interpretation of the primary financial statements. Note: Economics 231 does not fulfill the accounting requirement for the Management Economics concentration; only Economics 221 fulfills that requirement. Prerequisite: Economics 101. Offered: fall semester.

ECONOMICS 260. (3)

INTERNATIONAL ECONOMICS. Examination of the basis of international trade, the balance of international payments, and adjustment mechanisms. Application of the theory to current problems of international payments and trade. Prerequisite: Economics 101. Offered: spring semester.

ECONOMICS 301. (3)

INTERMEDIATE MICROECONOMIC THEORY. A study of the theory of consumer behavior, production, and pricing; comparison of resource allocation in competitive and noncompetitive markets. Prerequisites: Economics 101 and junior standing. Offered: each semester.

ECONOMICS 303. (3)

INTERMEDIATE MACROECONOMIC THEORY. Analysis of theories applied to the problems of income determination, unemployment, and inflation in modern industrial economies. Prerequisites: Economics 101 and junior standing. Offered: each semester.

ECONOMICS 306. (3)

ELEMENTS OF ECONOMETRICS. A study of the application of statistical analysis to economic problems with a review of basic statistical techniques followed by extensive empirical econometric work. Prerequisites: Economics 101 and Mathematics 121. Offered: spring semester.

ECONOMICS 308. (3)

MATHEMATICAL ECONOMICS. Exposition of the mathematical structure of economic theories with particular attention to static and comparative static analysis, game theory, and unconstrained and constrained optimization models. Prerequisites: Economics 301 and Mathematics 141. Offered: spring semester.

ECONOMICS 376. (3)

INTERNSHIP. Internship opportunities are made available to qualified students in the belief that learning which involves both the classroom and the larger world is especially valuable for the student. Combines work (normally done in the summer before the student's senior year) with ongoing course work and the production of a substantial research paper on a related issue. This paper, a daily journal, and the worksite supervisor's evaluation serve as the basis for the internship grade. However, the granting of credit for an internship remains at the discretion of the sponsoring faculty member. To qualify, a student must have a grade-point average of at least 2.7 at the time of application and must have taken at least nine hours of Hampden-Sydney Economics courses or the equivalent before the internship begins. May not be included in the 27 hours required for the major.

ECONOMICS 401. (3)

SEMINAR IN ECONOMIC FORECASTING. A capstone course in economics, the seminar combines economic theory and econometric technique for the task of modeling and forecasting trends in both industry-level and aggregate economic activity. Prerequisites: Economics 301 and 303. Offered: fall semester.

ECONOMICS 402. (3)

SEMINAR IN PUBLIC POLICY ANALYSIS. A seminar designed primarily for seniors concentrating in General Economics and intended to explore the application of economic analysis to a variety of public-policy issues. Prerequisites: Economics 301 and 401, or permission of the instructor. Offered: spring semester.

ECONOMICS 421. (3)

MANAGERIAL ECONOMICS. Application of microeconomic decision tools to managerial problems of the firm. The class time is divided between a discussion of tools to be used and application of those tools. Prerequisite: Economics 301. Offered: fall semester.

ECONOMICS 422. (3)

SEMINAR IN BUSINESS ISSUES. The purpose of this course is to integrate the student's knowledge of the business system. Discussion of problems, independent investigation, and communication of conclusions by the student are emphasized. Prerequisites: Economics 221, 222, and senior standing, or permission of the instructor. Offered: spring semester.

CONCENTRATION IN ECONOMICS WITH MATHEMATICS

The Departments of Economics and Mathematics and Computer Science offer a concentration in Economics with Mathematics for students interested primarily in the quantitative aspects of economics. The concentration consists of the following courses:

ECONOMICS 101.

ECONOMICS 301, 303.

ECONOMICS 306, 308.

Two elective courses in Economics.

MATHEMATICS 121, 141, 142.

MATHEMATICS 231, 242.

COMPUTER SCIENCE 261.

With the permission of the two departments, a student may substitute within the same discipline for the above courses. A substitution must, however, be consistent with the concentration's objective of a tightly integrated program grounded in the mathematical concepts most widely used in economics, and exploring the areas of economics best illustrating the application of quantitative techniques.

ENGLISH

Professors Bagby, Martin, Saunders^L, Schiffer;
Associate Professor K. Weese^S; Adjunct Associate
Professors T. O'Grady, Rhoads; Assistant Professor
Hardy; Visiting Assistant Professors Cummings,
Davis

Chair: James M. Schiffer

The requirements for a major in English are 34 hours, including one semester each of History of English Literature (211 or 212), one semester of American Literature (221 or 222), one course in the "literature of difference" (English 224, 226, 228, or 230), one semester of Shakespeare (333 or 334), a period course (English 300, 301, 302, 303, or 304), a single-author course other than Shakespeare (330, 335, 336, 337, 338, or 339), and four elective courses (two in literature before 1900; one elective may be in creative writing or English 235). In the second semester of his junior year or the first semester of his senior year, each major must also designate a 300- or 400-level offering as his capstone experience and must simultaneously enroll in English 480, the Capstone Seminar. In addition, majors must take one course in British History (History 201-202 or 407) or Literary Criticism (English 405). At least one course in philosophy and at least two semesters in foreign languages beyond the proficiency requirements are recommended. Prospective majors are strongly encouraged to take Introduction to Literature (English 201). English courses taken at other institutions and presented for major credit must be approved in writing by the Department of English; for current students this approval must be secured in advance, and for transfer and former students it must be secured at entrance.

Note: All 300- and 400-level courses have the following prerequisite: any one of the following courses—English 201, 211, 212, 221, 222—or consent of the instructor.

ENGLISH 201. (3)

INTRODUCTION TO LITERATURE. This course presents ways of understanding and interpreting literature. It is also an introduction to the main kinds of writing: fiction, poetry, and drama. Students learn and develop techniques of analysis so that they can find meaning in literature; they also learn how to write critical interpretations of the works they read. Prerequisite: none. Freshmen and sophomores only. Offered: each semester.

ENGLISH 204. (3)

AMERICAN NATURE WRITING. A study of selected American works which deal with the relationship between human beings and the natural world. The course is an examination of American attitudes toward the uses of nature—as a source of delight, of ethical wisdom, and of revelation in some larger sense—and of the methods by which the individual can prepare himself to receive such benefits. Authors include Cooper, Emerson, Thoreau, Frost, Cather, Faulkner, and Silko. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 206. (3)

LITERATURE AND YOUTH. A study of the *Bildungsroman*, a type of novel recounting the youth and young manhood of a character attempting to learn the nature of the world, discover its meaning and pattern, and acquire a philosophy of life. Readings include works by Joyce, Wolfe, Ellison, Hemingway, Updike, Conrad, and others. Prerequisite: none. Offered: spring semester of odd years.

ENGLISH 207. (3)

LITERATURE OF WAR. Major literary works concerning war are studied, with special attention to the ways in which war has occasioned great literature and to such recurring themes as suffering and heroism. Reading is concentrated in works of the nineteenth and twentieth centuries but includes works of the ancient, medieval, and Renaissance periods. Emphasis is on novels of Crane, Hemingway, Mailer, Greene, Heller, and Vonnegut. Prerequisite: none. Offered: fall semester of even years.

ENGLISH 209. (3)

THE SHORT NOVEL. This course includes British, European, American, and South American authors and works. Students read about fifteen short novels by such authors as Henry James, William Faulkner, Katherine Ann Porter, and Philip Roth or Saul Bellow; Leo Tolstoy, Franz Kafka, Thomas Mann, and Fyodor Dostoevsky; Joseph Conrad and perhaps R. L. Stevenson, E. M. Forster, D. H. Lawrence, and Gabriel García Márquez. Prerequisite: none. Offered: fall semester of even years.

ENGLISH 211-212. (3-3)

THE HISTORY OF ENGLISH LITERATURE.

The first semester surveys major authors, works, and literary types from the beginnings through the eighteenth century, including Chaucer, Shakespeare, and Milton; the second semester continues the history to the present day, including Wordsworth, Tennyson, and Eliot. Appropriate critical approaches other than the historical are employed. Prerequisite: none. Offered: 211 in the fall semester; 212 in the spring semester.

ENGLISH 221-222. (3-3)

AMERICAN LITERATURE. A general study of American literature from colonial times through the Civil War (221) and from the Civil War to the present (222). We focus especially on major figures: Hawthorne, Melville, Emerson, Thoreau, Douglass, and Whitman; Dickinson, Twain, Frost, Stevens, Hughes, Faulkner, Baldwin, and others. Prerequisite: none. Offered: 221 in the fall semester; 222 in the spring semester.

ENGLISH 224. (3)

INTRODUCTION TO AFRICAN-AMERICAN LITERATURE. The works of major African-American authors are treated historically and critically, with the aim of understanding what "the American experience" has meant to African-Americans. Poetry (from Dunbar to Rita Dove) and fiction (from Toomer to Morrison) are the main concerns, but some attention is also given to non-fiction prose (from Douglass to Malcolm X). Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 226. (3)

WOMEN AND LITERATURE. A study of gender as a significant force in shaping literature, affecting form, content, and style in works by both men and women worldwide. Themes include gender roles, past and present; family relationships; the women's movement as a cultural phenomenon; and male and female literary "voices." Works by various authors are considered, ranging from Jane Austen, Virginia Woolf, and Alice Walker to Charles Dickens, D. H. Lawrence, and William Styron. Prerequisite: none. Offered: on sufficient demand.

ENGLISH 228. (3)

POSTCOLONIAL LITERATURE. This course explores definitions of Postcolonialism through literature from places that are not normally canon-

ized in Western literature courses. For example, students might read texts from India, Australia, and Africa as well as from Canada, Latin America, and the Caribbean. Readings will come primarily (but not exclusively) from the twentieth century and cover a variety of genres. Themes that the course investigates include the idea of nationality, the construction of history, categories of race and class, the complexities of cultural inheritance, and problems of narrative transmission. What does it mean to come from a certain place? Who gets to tell the history of a given country? What do governments and national identity have to do with storytelling and art? Prerequisites: None. Offered: fall semester of odd years.

ENGLISH 230. (3)

MULTI-ETHNIC AMERICAN LITERATURE.

Through fiction, poetry, drama, and essays, this course explores the literary imaginations of writers who are members of two different cultures and analyzes how these writers express their sense of identity and locate themselves in relation to the dominant culture. The course addresses some combination of writings by Jewish American, Native American, Asian American, and Chicano/a authors, in some years including them all and in some years focusing more narrowly on the literature of one of two of these groups. The course covers historical and cultural background materials to help students understand the literary themes and techniques of multi-ethnic writers. Though the bulk of the readings will be written by multi-cultural authors, some readings by white American writers about people of other cultures may also be included to show how issues of ethnicity inform much of American literature. Prerequisites: None. Offered: spring semester of even years.

ENGLISH 241. (3)

INTRODUCTION TO CINEMA. Drawing on classic through contemporary masterpieces from American and European cinema, this course first teaches students how to read the filmic image and to appreciate film style. It next addresses narrative technique in film, then introduces some critical approaches to understanding film, such as genre and *auteur* criticism. Finally, the course examines some films in a cultural studies context. This course does not satisfy the college's literature requirement. Screenings are held at a time different from the class period. Prerequisite: none. Offered: spring semester.

WRITING COURSES

ENGLISH 231. (3)

INTRODUCTORY CREATIVE WRITING: POETRY. A workshop in the craft of writing poetry. The general approach is to examine selected short works as models and to present copies of student writing to the class for discussion and criticism. Prerequisite: none. Offered: fall semester.

ENGLISH 233. (3)

INTRODUCTORY CREATIVE WRITING: FICTION. A workshop in the discipline of writing fiction. Students study the techniques of short-story writers, such as Anton Chekhov and Eudora Welty, to use as models in the writing of their own stories. Prerequisite: none. Offered: fall semester.

ENGLISH 235. (3)

THE ART OF THE ESSAY. A workshop in the craft of modern essay writing. Students examine classic and experimental essays for technique and content. Emphasis is placed on individual style, but imitation of selected works are encouraged. Prerequisites: Rhetoric 101-102 and consent of the instructor. Offered: on sufficient demand.

ENGLISH 236. (3)

ADVANCED CREATIVE WRITING: FICTION. A workshop in the craft of writing fiction. Students move from brief assignments emphasizing the elements of fiction—description, point of view, character, and plot—to the writing of short stories. Prerequisite: English 233 or consent of the instructor. Offered: spring semester.

ENGLISH 238. (3)

ADVANCED CREATIVE WRITING: POETRY. A workshop in the craft and art of writing poetry. Classes are a mix of open readings and criticism of student poems, reports, and tutorials. Students are asked to compose a chapbook-length portfolio of their own poetry by the end of the semester. Prerequisite: English 231 or consent of the instructor. Offered: spring semester.

PERIOD COURSES

ENGLISH 300. (3)

MEDIEVAL ENGLISH LITERATURE. A study of Old English and Middle English literature (exclusive of Chaucer), surveying major authors and works, important literary genres, and characteristic human values of the English middle ages. Readings are in modern translation; knowledge of the Old English and Middle English languages is not required. Offered: spring semester of odd years.

ENGLISH 301. (3)

LITERATURE OF THE ENGLISH RENAISSANCE. Masterpieces of Tudor and Stuart literature (exclusive of Shakespeare and Milton) are treated in relation to the historical, cultural, and intellectual milieu of the Renaissance in England, 1485-1660. Readings include works of poetry, drama, fiction, and prose non-fiction by More, Sidney, Spenser, Marlowe, Donne, Jonson, and others. Offered: spring semester of even years.

ENGLISH 302. (3)

EIGHTEENTH-CENTURY LITERATURE. A critical study of the major writers of the eighteenth century, particularly Pope, Swift, and Samuel Johnson, and of the central imaginative concerns of the transition from the Renaissance world view to the Romantic and post-Romantic eras. There is a concentration on satire, but with some attention to drama, the novel, lyric poetry, and miscellaneous prose. Offered: fall semester of odd years.

ENGLISH 303. (3)

THE ENGLISH ROMANTICS. The six major Romantics—Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats—are read critically. Primary emphasis is on the poetic vision of each writer, with some attention also to the continuing struggle of "the Romantic imagination." Offered: fall semester of even years.

ENGLISH 304. (3)

VICTORIAN LITERATURE. This course concentrates on the major Victorian poets—Browning, Tennyson, and Arnold—and samples the minor ones. It examines the prose writings of Darwin, Mill, and Arnold; and it peeks into the prose fiction of some significant Victorian novelists—probably Dickens, Anthony Trollope, and a Brontë. Offered: fall semester of even years.

GENRE COURSES

ENGLISH 311. (3)

EPIC WRITING IN ENGLISH AND AMERICAN LITERATURE. This study of the epic tradition starts with a brief glance at the classical epic and then focuses on epic writing in English and American literature. Readings may include *Beowulf*, *Morte Darthur*, *Paradise Lost*, *Moby Dick*, and selections from heroic poems. Offered: on sufficient demand.

ENGLISH 313. (3)

ENGLISH DRAMA. A survey of English drama, exclusive of Shakespeare. The nature and origins of drama as a literary genre are studied, with attention to the characteristics of tragedy, comedy, and other types. Readings include representative plays from the medieval, Renaissance, Restoration, neoclassical, Romantic, and Victorian periods. Offered: on sufficient demand.

ENGLISH 314. (3)

MODERN DRAMA. American, British, and European plays since 1880 are read. Playwrights may include Ibsen, Strindberg, Chekhov, Shaw, O'Neill, Pirandello, García Lorca, Brecht, Tennessee Williams, and Arthur Miller. Offered: spring semester of even years.

ENGLISH 316. (3)

MODERN BRITISH AND AMERICAN POETRY. A critical study of major poets of the twentieth century, such as Yeats, Eliot, Frost, Williams, Stevens, Hughes, Levertov, and Ammons. The course is intended less as a historical overview than as a close examination of the poetic worlds of the individual writers. Offered: spring semester of even years.

ENGLISH 317. (3)

ENGLISH NOVEL. The English novel is studied from its inception with Defoe and Fielding in the eighteenth century to the end of the nineteenth century. Major novelists to be read also include Austen, the Brontë sisters, Dickens, and Hardy. Offered: fall semester of odd years.

ENGLISH 318. (3)

MODERN BRITISH AND AMERICAN NOVEL. Major twentieth-century novelists in English are read, including Conrad, Joyce, D. H. Lawrence, Graham Greene, Hemingway, Faulkner, and Steinbeck. Offered: spring semester of even years.

ENGLISH 320. (3)

THE SHORT STORY. Readings are drawn from American, British, and European short stories, and from criticism and theory of fiction. Authors may include Poe, Hawthorne, James, Twain, O. Henry, Lardner, Hemingway, and Faulkner; Joyce, Saki, Maugham, Mansfield, D. H. Lawrence, and H. G. Wells; Maupassant, Chekhov, Pushkin, Kafka, García Márquez, and Thomas Mann. Offered: spring semester of odd years.

ENGLISH 322. (3)

TOPICS IN CONTEMPORARY LITERATURE.

This course is a study of important novels, or plays, or poems written in recent years. Early contemporary literary movements, such as the theater of the absurd and American metafiction, are studied in order to lend historical perspective to later works, but emphasis falls on the literature written from the 1970s to the present. The reading list, which reflects the cultural diversity of contemporary literature, evolves as new authors emerge or established figures produce new works worthy of attention. The genre changes periodically.

SINGLE AUTHOR COURSES

ENGLISH 330. (3)

CHAUCEER. *The Canterbury Tales*, *Troilus and Criseyde*, and other main poems of Chaucer are studied. Attention is given to the literary and cultural background of Chaucer's works. Most readings are in Middle English, but prior knowledge of the Middle English language is not required. Offered: spring semester of even years.

ENGLISH 333-334. (3-3)

SHAKESPEARE. The early comedies, histories, and tragedies; the sonnets; and *Venus and Adonis* are treated in the first semester. The "problem plays," the great tragedies, and the romances are read in the second semester. Both courses stress Shakespeare's plays in performance as well as the development of Shakespeare as a literary artist. Offered: 333 in the fall semester; 334 in the spring semester.

ENGLISH 335. (3)

MILTON. A seminar on the writings, life, and times of John Milton. The course begins with close reading of Milton's early works (for example, "L'Allegro," "Il Penseroso," "Lycidas," and *Comus*), his sonnets, and selected prose, including "Of Education," "Areopagitica," and sections of

Christian Doctrine. Most of the semester is then devoted to careful study of *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. Offered: fall semester of even years.

ENGLISH 336. (3)

JANE AUSTEN. A study of Austen's six novels, juvenilia and selected letters critically considered, focusing on her subject of the growth of the mind and on her style. The question of whether Austen is an eighteenth or nineteenth century writer, a classic or a romantic artist, a "revolutionary" or a "conservative" is central, but emphasis is on the fiction, not on the revolutionary period in which she lived. Offered: on sufficient demand.

ENGLISH 337. (3)

DICKENS. A study of Dickens's novels and his development as a writer, focusing primarily on the evolution of his style and characterizations, but with some attention also to special topics like Dickens's humor, his social themes, and the serial publication of the novels. At least one of the long novels (e.g., *Bleak House*) is read throughout the semester in its serial parts. Prerequisite: none. Offered: fall semester of odd years.

ENGLISH 338. (3)

FAULKNER. An early novel, the four great novels of his "second period," several significant short stories, and a number of articles and poems are among the readings from Faulkner's work intended to display his diverse talents, multiple themes, and innovative techniques. Offered: spring semester of odd years.

ENGLISH 339. (3)

HEMINGWAY. The major novels, stories, and essays of Ernest Hemingway are read and critically evaluated. The relationship between Hemingway's personal life and the style, subject matter, and heroic code of his fiction is central, but emphasis is on the fiction, not the life. Offered: fall semester of odd years.

LANGUAGE AND CRITICISM

ENGLISH 401. (3)

HISTORY OF THE ENGLISH LANGUAGE

A general introduction to the English language as modern linguistics defines and describes the evolutionary forces that have determined its sound- and form-systems, syntax, and vocabulary. Considerable attention is paid to identifying the

diagnostic features of the various phases in the development of the language, to the social and other non-linguistic factors in language development, and to the peculiar history of American English and its dialects. Prerequisite: none, but English 211-212 is strongly recommended. Offered: on sufficient demand.

SEE ALSO UNDER CLASSICAL STUDIES:

Classical Studies 201, English Etymology; and Linguistics 301 and 302, Descriptive and Historical Linguistics.

ENGLISH 405. (3)

LITERARY CRITICISM. A study of critical theories, especially of modern trends in criticism, and an introduction to the practice of critical techniques. Prerequisite: none. Offered: annually.

CAPSTONE EXPERIENCE

Each student majoring in English must take a 300- or 400-level course in the second semester of his junior year or the first semester of his senior year as a "capstone" course. To do so, he must declare (to his instructor) his intention to undertake a capstone project in a particular course within the first seven days of the semester, and he must simultaneously enroll in English 480.

In his designated 300- or 400-level course, a capstone student will complete all readings (and take all quizzes and exams) assigned to the regular students in the class, but instead of writing the assigned papers for a particular course, the capstone student will write a research essay of approximately 15-25 pages based on one or more works assigned in the designated course. At the discretion of the instructor, research papers may be written in stages, with due dates at different points in the semester. The instructor will determine the due dates for all drafts, including the final draft. Each capstone student will be responsible for giving one oral presentation about his research project for the benefit of students enrolled in the designated course.

ENGLISH 480. (1)

CAPSTONE SEMINAR. A methods course taught by members of the English Department for students who are writing capstone essays in 300- or 400-level English courses. The group of students and faculty will meet periodically during the semester to discuss research methods, bibliography, and varieties of critical approaches, as well as problems that arise for individual students with

their research projects. The department chair will be responsible for assigning group readings and for organizing the various faculty and student presentations. Prerequisites: this course is reserved for English majors in the second semester of their junior year or the first semester of their senior year. Offered: every semester.

FINE ARTS

Professor Kidd; Associate Professor Lewis; Assistant Professor Kagan; Visiting Assistant Professor Worthington; Lecturers, Dubroff, Fox, Prevo

Chair: James C. Kidd

The requirements for a major in Fine Arts are 33 hours, to include Fine Arts 103, 110, 111, 207, 211, 214 or 215, 220, 321 or 407, and 499. For a concentration in Music, the remaining hours should come from among Fine Arts 101, 108, 109, 212, and 302. For a concentration in Theatre, the remaining hours should come from among Fine Arts 321, 407, English 313, 314, 333, and 334. For a concentration in Visual Arts, the remaining hours should come from among Fine Arts 206, 214, 215, 217, and 315. For a Fine Arts Major without concentration, the remaining hours may come from any of the concentration courses or from the following courses of other departments: English 231, 233, 236, 238, 241, and 322, and Psychology 313.

Students interested in going into arts management may want to consider Economics 101 as the prerequisite for the following helpful courses: Economics 221, 222, or 231; and may also want to speak to the chair of the Department of Fine Arts about courses in the Sweet Briar Arts Management Program.

FINE ARTS 101. (1)

MUSIC READING AND SINGING. The purpose of this course is to teach the ability to read music by applying in all class drill and practice the movable-do system of solmization and the English system of chanted and sung rhythmic syllables. Students practice reading music, in treble and bass clefs, of graded difficulty. Fundamentals of singing also are studied and applied. Prerequisite: none. Offered: fall semester.

FINE ARTS 103. (3)

INTRODUCTION TO MUSIC LITERATURE.

The aim of this course is to develop listening skills, musical understanding, and knowledge of the standard repertoire. It examines music in its historical and cultural contexts through readings, guided listening, audio-visual materials, and lecture demonstrations. No special musical knowledge or ability is required. The course is open to all students. Prerequisite: none. Offered: each semester.

FINE ARTS 105. (3)

INTRODUCTION TO THE VISUAL ARTS. This is an introductory course in art appreciation, involving study and analysis of the various visual arts and their historical and contemporary relationship to society. No special artistic ability is required. The course is open to all students. Prerequisite: none. Offered: each semester.

FINE ARTS 108, 109, 208, 209. (1 each, counting toward graduation); 308, 309, 408, 409 (1 each, not counting toward graduation)

THEORY AND PRACTICE OF CHORAL MUSIC. A sequence of courses involving a thorough study and analysis, leading to performances, of masterworks from the great Western choral tradition. Integral to the course is the study of basic music theory, terminology, sight-singing, and vocal technique, as well as application of foreign languages, history, and other arts as they relate to the specific literature of the semester. Total of 4 credit hours (for 108-109, 208-209) may be applied to graduation. Prerequisite: Permission of the instructor; 108 is the prerequisite for 109, 109 for 208, etc. Offered: each semester.

FINE ARTS 110-111. (3-3)

THE HISTORY OF WESTERN ART. An introductory survey of painting, sculpture, and architecture in Europe and America, the course emphasizes the classical tradition and its transformations first (in 110) by Christianity, then (in 111) by the Industrial Revolution and the emergence of modernism. Prerequisite: none. Offered: 110 in the fall semester; 111 in the spring semester.

FINE ARTS 206. (3)

WESTERN ART OF THE 19TH AND 20TH CENTURIES. This course focuses on the painting, sculpture, and architecture of Europe and North America in the modern age, presented in the context of contemporaneous philosophical thought and historical events. Prerequisite: Fine Arts 105, 111, or permission of instructor. Offered: on sufficient demand.

FINE ARTS 207. (3)

INTRODUCTION TO THEATRE. This is a general survey course which aims to familiarize students with the history and practice of western theatre. Plays are studied chronologically from the Greeks to Samuel Beckett. Students also participate in hands-on theatrical activities, ranging from playwriting to staging scenes. No previous theatri-

cal experience is expected. Prerequisite: none. Offered: each semester.

FINE ARTS 211-212. (3-3)

FUNDAMENTALS OF MUSIC THEORY. These courses are designed to teach the theoretical fundamentals of music as well as to develop elementary music reading, writing, and analytical skills. Classwork regularly involves critical listening, exercises in music reading and writing, and singing. Topics include notation, keys, scales, intervals, harmonic functions, basic counterpoint, basic musical forms, sight-reading, melodic-rhythmic dictation, and score study. Fine Arts 212, as an advanced continuation of 211, concentrates on study and analysis of the larger musical forms. Prerequisite: Fine Arts 103 or permission of the instructor. Fine Arts 211 is the normal prerequisite for Fine Arts 212. Offered: 211 in the fall semester; 212 in the spring semester.

FINE ARTS 214. (3)

INTRODUCTION TO PHOTOGRAPHY. This is a studio course, with projects and readings that explore both the history and aesthetics of photography as a fine art. Along with instruction in using a 35mm camera and processing and printing photographs, this course deals with the sharpening of visual perception and emphasizes the creative use of photographic technique. Prerequisite: none. Offered: each semester.

FINE ARTS 215. (3)

BEGINNING DRAWING. This is a studio course, concerned with the development of basic drawing and design skills in accordance with the concepts of art. Prerequisite: none. Offered: each semester.

FINE ARTS 217. (3)

BEGINNING PAINTING. This is a studio course, intended as an introduction to painting through projects which demonstrate various processes. Prerequisite: Fine Arts 215 or permission of the instructor. Offered: on sufficient demand.

FINE ARTS 220. (3)

CRITICAL ISSUES IN THE ARTS. Readings of works by philosophers, critics, and artists ground a study of the value of drama, music, and the visual arts for society. The class is conducted as a seminar, with in-class discussion and presentation of individual research. Prerequisite: none. Offered: spring semester of odd years.

FINE ARTS 302. (3)

TOPICS IN MUSIC HISTORY. This course goes into considerable depth in the selected topic, such as music for the keyboard, chamber music, opera, or the works of a single composer or stylistic period. The course emphasizes analysis and interpretation through several written reports, listening and discussion in class, and outside listening. Prerequisite: Fine Arts 103 or permission of the instructor. Offered: spring semester.

FINE ARTS 314. (3)

INTERMEDIATE PHOTOGRAPHY. This studio course explores photography as a visual language. Projects help students to develop their capacity for creative thinking and communication. Topics include montage, digital imaging, photographic mixed media, fiber-base printing, and print toning. Students create a self-directed project and develop a portfolio of images. Prerequisite: Fine Arts 214 or permission of the instructor. Offered: spring semester.

FINE ARTS 315. (3)

INTERMEDIATE DRAWING. This is a studio course which focuses upon identifying style, improving visual memory, using varied drawing materials, and portraiture. Prerequisite: Fine Arts 215. Offered: on sufficient demand.

FINE ARTS 321. (3)

THEORY AND PRACTICE OF THEATRE. The topic of this course may rotate from semester to semester. The major fields covered are acting and directing. Acting provides students with basic proficiency in movements and vocal techniques. Students develop an approach to character through scene work. In the directing course, students learn to utilize methods and approaches that culminate in the presentation of a one-act play. Prerequisite: Fine Arts 207. Offered: each semester.

FINE ARTS 407. (3)

THEATRE DESIGN AND TECHNOLOGY. A study of the history and evolution of design and technology from the Renaissance to the present. Students work in conjunction with the department's theatre productions to create a working knowledge in such areas as set and light design and stage craft. Each student also devises his own set designs for prominent plays from the history of theatre. Prerequisites: Fine Arts 207 or 321, and consent of the instructor. Offered: alternate semesters.

FINE ARTS 499. (3)

SENIOR THESIS. This course involves the student in a project designed specifically to reflect his interest in the arts. In consultation with the faculty of the fine arts department, and under the guidance of the appropriate member of that department, the project is undertaken in the student's senior year, and must include appropriate documentation. Prerequisite: Senior status.

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HISTORY

Professors Heinemann, Laine, Prazniak, Simms;
Associate Professors Fitch, Hattox, Lehman;
Adjunct Associate Professor Langlois; Assistant
Professor Emmons; Lecturer Pilkington

Chair: Roxann Prazniak

The requirements for a major in History are 33 hours in History courses, including 9 hours in United States history, 9 hours in European history, and 6 hours in areas outside of Europe and the United States. History 499 and 6 elective hours comprise the remainder of the major.

All 300- and 400-level courses are open only to juniors and seniors, or others with the consent of the instructor.

Students are encouraged to develop individualized majors in consultation with a member of the department. Such a major would give a student a thorough foundation in history while offering him the opportunity to pursue topics of interest in related disciplines. Special topics are offered in History 485 and 490 for students with a 3.0 grade-point average in the History major or by special permission of the department.

HISTORY 101-102. (3-3)

WESTERN CIVILIZATION. The study of Western civilization from the Renaissance and Reformation to the present century, with emphasis on those movements and institutions which have determined the form of the contemporary Western World. Students majoring in history must take this course no later than their junior year. It is a natural sequel to Humanities 101-102 (Western Tradition). Prerequisite: none. Offered: each semester. Not open to seniors.

HISTORY 111-112. (3-3)

UNITED STATES. The first semester is confined to the period from the establishment of the colonies to the close of the Civil War. Emphasis is on who we are as a people and the process by which we became a nation. The second semester begins with Reconstruction and continues to the present. Emphasis is on the rise of America as an industrial, financial, and military power and on the domestic political and social implications of that rise. Prerequisite: none. Offered: each semester. Not open to seniors.

HISTORY 180. (3)

THE CIVIL RIGHTS MOVEMENT. An investigation of the origins, development, and results of the movement which ended legal racial discrimination in America. The seminar looks at the "Jim Crow" system of segregation, civil rights leaders and organizations, and their opposition. The television documentary *Eyes on the Prize* is a primary source, along with other films and books. Open to freshmen only.

HISTORY 201-202. (3-3)

ENGLAND AND THE BRITISH EMPIRE.

The origins and growth of English institutions and their spread to other parts of the world. Particular attention is devoted to the English contribution in government and law, to Britain's relations with the rest of the world, and to the rise and decline of her empire. The second semester begins with the Restoration in 1660. Prerequisite: none. Offered: 201 in the fall semester; 202 in the spring semester.

HISTORY 203-204. (3-3)

RUSSIA. The first semester covers the period from the founding of Kievan Russia in the ninth century to the end of Nicholas I's reign in 1855. The second semester carries the story to the present. Prerequisite: Junior or senior status, or permission of the instructor. Offered: 203 in the fall semester; 204 in the spring semester.

HISTORY 205-206. (3-3)

EAST ASIA. Introduction to the history and culture of East Asian civilizations. The first semester concentrates on China. Topics include Chinese classics, Buddhism, the Song commercial revolution, the Opium War, and the Chinese communist revolution. Second semester focuses on Japan with discussion of Japanese mythology, Heian court life, evolution of samurai society, Tokugawa developments, Meiji reforms, and World War II. Prerequisite: none. Offered: 205 in the fall semester; 206 in the spring semester.

HISTORY 207-208. (3-3)

MIDDLE EAST SURVEY. The Arab East, Turkey, and Iran in the Islamic age. The first semester covers the life and mission of Muhammad, Islam as a religion, medieval Islamic civilization, the coming of the Turks, the crusades, and the development and decline of the Ottoman Empire. The second semester covers the challenge of the West,

the problems of modernization, the development of nationalism, the Arab-Israeli conflict, and the rebirth of Islamic fundamentalism as a political force. Prerequisite: none. Offered: 207 in the fall semester; 208 in the spring semester.

HISTORY 209-210. (3-3)

LATIN AMERICAN SURVEY. The course is designed to increase understanding of our neighbors to the South. The first semester examines Pre-Colombian civilizations, the effect of European contact on those civilizations, the key features of Spanish and Portuguese colonization, and the issues leading to independence. The second semester looks at post-independence developments in the key nations of Latin America and devotes attention to inter-American relations. Prerequisite: none. Offered: 209 in the fall semester; 210 in the spring semester.

HISTORY 211. (3)

COLONIAL AMERICA. After a consideration of the motives of English colonization and the actual establishment of the colonies, particular attention is given to the factors shaping the political, religious, economic, and social institutions in the eighteenth century. Prerequisite: none. Offered: fall semester.

HISTORY 212. (3)

THE AGE OF THE AMERICAN REVOLUTION, 1763-1815. A survey which examines the processes which led to the creation of the American Republic. Emphasis is given to the causes of the Revolution and the emergence of American nationalism, the Confederation era, the creating of the Constitution, and the early years of the Republic. Prerequisite: none. Offered: spring semester.

HISTORY 213-214. (3-3)

CIVIL WAR AND RECONSTRUCTION. The United States from the War of 1812 to the Compromise of 1877. The first semester studies the origins of the Civil War, emphasizing the themes of nationalism and sectionalism, slavery, abolition, and the breakdown of the political system. The second semester investigates the waging of war, with some attention given to military events, and the efforts to restore the Union. Prerequisite: none. Offered: 213 in the fall semester; 214 in the spring semester.

HISTORY 215-216. (3-3)

TWENTIETH-CENTURY AMERICA. The United States from 1900 to the present. The first semester (1900-1939) covers the responses of Americans to modernization, with emphasis on the reform movements of Progressivism and the New Deal. The themes of foreign involvement and domestic crisis highlight the second semester. Prerequisite: none. Offered: 215 in the fall semester; 216 in the spring semester.

HISTORY 301. (3)

GREEK HISTORY

See under Classical Studies.

HISTORY 302. (3)

ROMAN HISTORY

See under Classical Studies.

HISTORY 303. (3)

BYZANTINE EMPIRE. A survey of the history, institutions, civilization, and society of the Eastern Roman Empire from Diocletian (284-305) through the conquest of Constantinople by the Turks in 1453. Prerequisite: none. Offered: alternate fall semesters.

HISTORY 304. (3)

MEDIEVAL CIVILIZATION. From the decline of the Roman Empire to the beginnings of the Modern Age. Emphasis is placed on the rise of feudal institutions, the rise of Christianity and the medieval church, the conflict between papal and secular governments, and the beginnings of nationality. Prerequisite: none. Offered: fall semester.

HISTORY 306. (3)

TWENTIETH-CENTURY EUROPE. A study of European history from 1914 to 1945, including such topics as World War I, the Treaty of Versailles, the advent of Nazism, the diplomatic events of the 1930s, and World War II. This course utilizes lectures, classroom discussions, and several films. Prerequisite: permission of the instructor. Offered: spring semester.

HISTORY 313. (3)

HISTORY OF AMERICAN FOREIGN RELATIONS. A survey of America's role in foreign affairs from the formation of the Republic to the contemporary period. Emphasis is given to the nature of American interests and the interplay

between ideals and self-interest as America experienced the transition from small-power to great-power status. Prerequisite: none.

HISTORY 315-316. (3-3)

AMERICAN INTELLECTUAL HISTORY.

This course provides an intensive examination of ideas in America from the colonial era to the present, dividing around the mid-nineteenth century. Emphasis is given to the development of major patterns of thought in America and the impact of those ideas upon institutions and values. Specific topics are chosen to illustrate the particular configuration of political, social, economic, religious, and philosophical movements in America. Prerequisite: none. Offered: 315 in the fall semester; 316 in the spring semester.

HISTORY 317. (3)

THE AMERICAN SOUTH. A study of the unique features of the Southern past which have distinguished the region from the rest of the nation. Emphasis is given to economic development, the role of race, the role of myth in the making of history, and political leadership. Prerequisite: none.

HISTORY 319-320. (3-3)

BLACK AMERICA. This course examines the experience of African Americans in United States history. The first semester covers African American history from the fifteenth century through the Civil War. Topics include the origins of African American culture in Africa, the Atlantic slave trade, the institutionalization of slavery, as well as slave resistance and culture. The experience from the Reconstruction Period through the present. Topics such as the rise of Jim Crow, the Harlem Renaissance, Garveyism, the Great Depression, wartime experiences, and particularly the civil rights movement will be covered. Attention will also be paid to the philosophical debates marking black Americans' struggle for equality in the modern era. Prerequisite: none. Offered: 319 in the fall semester; 320 in the spring semester.

HISTORY 407. (3)

TUDOR AND STUART BRITAIN. An examination of the rulers and major persons from 1485 to 1714 with emphasis on the establishment of the strong Tudor monarchy and the eventual eclipse of the Stuart monarchy by the social and political groups which came to dominate Parliament. Due

consideration is given to the intellectual, religious, economic, and social changes which produced the constitutional development. Prerequisites: History 201-202 or permission of the instructor.

HISTORY 408. (3)

THE AGE OF HUMANISM AND REFORMATION. A study of the decline of characteristic features of medieval civilization and the rise of modern European institutions, with particular attention to intellectual movements from Dante to Erasmus. Emphasis is given to the origin of Luther's revolt, the course of the Reformation in its different forms, and the development of the Counter-Reformation. Prerequisite: History 101 or permission of the instructor.

HISTORY 409. (3)

THE FRENCH REVOLUTION. A study of the origins of the French Revolution, following the transformation of its ideals in response to war and counter-revolution, and assessing its long-range achievements from 1789 through the Consulate. The French model and tradition of revolution as a recurrent theme in the 19th and 20th centuries is also examined. Prerequisites: History 101-102 and senior or junior status, or permission of the instructor.

HISTORY 410. (3)

TOPICS IN MODERN EUROPEAN HISTORY. A seminar focusing on selected topics in modern European history such as the Enlightenment, the Industrial Revolution, the Concert of Europe, the Second Empire, Bismarck's Germany, the Belle Epoque, or Imperialism, using primary and secondary readings, class presentations, and discussion. Prerequisite: History 101-102.

HISTORY 411. (3)

RUSSIAN LITERATURE IN HISTORICAL PERSPECTIVE. A survey of Russian literature from 1825 to the present in its historical context. The literature selected has particular significance for the history of a given period, i.e., how it both reflects and affects the basic themes of Russian history. The assigned reading includes works from the following authors: Pushkin, Lermontov, Gogol, Dostoevsky, Pasternak, Zamyatin, and Bulgakov. Prerequisite: History 203 or 204, or permission of the instructor.

HISTORY 412. (3)

TOPICS IN RECENT AMERICAN HISTORY.

A seminar investigating selected topics in twentieth-century American life and politics, utilizing readings, student papers, and class discussions.

Prerequisite: senior or junior status.

HISTORY 420. (3)

TOPICS IN COMPARATIVE HISTORY. A seminar investigating selected topics in cross-societal, historical studies. Topics to be offered may include revolution in Russia and China, the Enlightenment in Europe and America, colonialism, urban society in Europe and the United States, themes in European and Asian development. Prerequisites: History 101-102 or Humanities 101-102, or the consent of the instructor(s).

HISTORY 499. (3)

COLLOQUIUM. This course is devoted to close study of selected secondary studies and primary sources for a particular thematic or chronological topic in Asian, European, or American history. Students are expected to participate regularly in class discussions of assigned readings, to make occasional oral reports on specific topics, and to write a number of analytical essays of short-to-moderate length. Each colloquium is intended to provide the student with a solid grounding in both the history and historiography of a particular era or subject, and also to prepare the capable and interested student to undertake advanced research for a senior thesis (History 500). Normally, two colloquia—one American, one non-American—are offered each semester. Enrollment in a colloquium is limited to 10 students, and preference is given to senior and junior History majors.

Prerequisites: Students who enroll in a European Colloquium should normally have completed History 101-102; students who enroll in an American Colloquium should normally have completed a 100- or 200-level course covering at least part of the time-frame or subject of the colloquium. Among topics covered in the Asian Colloquium: Communism in China, the Opium War, Boxer Rebellion, Modern Japan; in the European Colloquium: war and society, Henry VIII and the Reformation, Nazism: historical and religious dimensions; and in the American Colloquium: studies in Revolutionary America, leadership in the twentieth century, and the Vietnam War.

HISTORY 500. (3)

SENIOR THESIS. An exercise in research and advanced composition, to be written in the spring semester of the senior year. The thesis investigates in detail some historical topic of interest to the student. The student works under the guidance of a member of the history department in selecting, researching, and writing his essay. Prerequisite: History 499.

HISTORY HONORS

To be eligible for History Departmental Honors, the student must normally have a 3.3 average for his History courses and a 3.0 GPA overall. By the end of his junior year he must have taken at least one 300- or 400-level History course. After taking History 499 by the fall of his senior year and receiving a grade no lower than B+, he enrolls in History 500. The Honors Council and history department must approve the student's proposal for a project resulting in a thesis on which he must receive no less than B+. At the end of the spring semester, he must defend his thesis orally before a committee consisting of two professors from the history department and a third professor chosen from another department by the student with the advice of his advisor and the Honors Council. All three examiners must be satisfied with the student's defense of his thesis in order to warrant his receiving Honors in History.

HONORS

Faculty of the Divisions of Humanities, Natural Sciences, and Social Sciences

Director: Lowell T. Frye

HONORS 101-102. (3-3)

INTRODUCTORY HONORS. Consideration of a selected topic designed to introduce students to modes of inquiry and underlying assumptions of various disciplines. Prerequisite: freshman merit scholar status; permission of the Honors Council required. Offered: 101 in the fall semester; 102 in the spring semester.

HONORS 499-500. (6 to 15 each semester)

SENIOR FELLOWSHIP. Students selected for Senior Fellowships undertake, under the guidance of an advisory committee, at least six and at most fifteen hours of independent research during each semester of the senior year (for a year's total of between twelve and thirty hours). The final course grade at the end of each semester and the apportionment of credit hours is determined by the advisory committee, but the advisor is responsible for submitting final grades in both semesters. Prerequisite: senior status and a grade-point average of at least 3.5; selection for a Senior Fellowship by the President of the College on the recommendation of the Honors Council required. Offered: 499 in the fall semester; 500 in the spring semester.

HUMANITIES

Faculty of the Departments of Classics, English, Fine Arts, History, Modern Languages, Philosophy, and Religion, and the Rhetoric Program

Contact: James A. Arieti

The requirements for the Humanities major, including the distribution requirement in the Humanities Division and the foreign-language proficiency requirement, are 63 semester hours of work, as follows:

<i>Department</i>	<i>Hours</i>
• English (200-level and above)	12
• Foreign Languages (200-level and above, in two languages, one ancient, one modern)	18
• Philosophy (301-302)	6
• Fine Arts (103 or 105 or 110-111 or 206 or 207 or 211-212 or 302)	6
• History	9
Ancient	3
Medieval	3
Additional	3
• Advanced English, Foreign Language, Philosophy, Religion, or Independent Study (495) course	3

The Humanities Program consists of courses that bridge traditional departmental divisions and that deal with issues and areas of knowledge of general human concern. Current and recent staff members include the following:

Professors Arieti, Brinkley, Deis, Frye; Associate Professor P. Wilson; Adjunct Associate Professor Rhoads; Assistant Professor Ramsey

Chair: James A. Arieti

HUMANITIES 101-102. (3-3)

WESTERN TRADITION. Western Tradition is an introductory humanities course in which major thinkers and issues of the Western cultural heritage are studied. Conducted in a seminar format, it deals with the civilization of ancient Greece and Rome, the Biblical tradition, the European Middle Ages, the age of the Renaissance and the Protestant Reformation, and the early modern world. Attention is given to history, philosophy, religion, literature, the arts, and political and economic

thought. (History 101-102 is a natural sequel to this course.) Prerequisite: none. Offered: 101 in the fall semester; 102 in the spring semester.

HUMANITIES 201. (3)

MODERNITY. Humanities 201, a continuation of Humanities 101-102, provides a broad consideration of Western culture from the eighteenth century until recent years. Conducted in a seminar format, it deals with modern European and American intellectual and artistic traditions as they are articulated in philosophy, religion, science, literature, the arts, and political and economic thought. Prerequisites: Humanities 101-102, or permission of the instructor. Offered: each year, given sufficient demand.

SEE ALSO UNDER CLASSICAL STUDIES:
Classical Studies 301, *Humanism in Antiquity*.

INTERDISCIPLINARY STUDIES

Contact: David E. Marion

INTERDISCIPLINARY STUDIES 201. (3) *ANALYTICAL FABLES AS SOCIAL SCIENCE.*

A study of fables, drawn mainly from Aesop, offering important insights into social, economic, and political interactions. The focus is on a few especially powerful and widely applicable analytical fables. Assignments and classes revolve around applying these fables in an attempt to understand better the dynamics underlying a variety of social, economic, and political events. Prerequisite: sophomore standing. Offered: fall semester.

INTERDISCIPLINARY STUDIES 230. (3) *PARIS IN THE TWENTIES.*

This course is a study of the literature written in (or about) the great artistic center, Paris, during the flamboyant and creative years from the end of the Great War to the Crash (1918-1929). The primary focus is modern literature and its cultural background, but attention also is given to other modern arts—painting, music—and to politics, society, and the way of life in post-war Paris. Readings include works by F. Scott Fitzgerald, Gertrude Stein, Ernest Hemingway, Malcolm Cowley, and others who lived and worked in Paris in the nineteen-twenties. Prerequisite: none. Offered: May Term.

INTERDISCIPLINARY STUDIES 232. (3)

AFRICAN-AMERICAN CULTURE. This course presents the many achievements of African-Americans in the arts, music, politics, diplomacy, and the military. Students are expected to gain an appreciation of the essential role that African-Americans have played in shaping the history, politics, and culture of the United States. Offered: on sufficient demand.

INTERDISCIPLINARY STUDIES 375. (3) *LEADERSHIP AND PUBLIC SERVICE IN CONSTITUTIONAL CONTEXT.*

Beginning with an examination of the major historical developments that have shaped the place and role of administrative-class officials in this country, this course provides students with a general introduction to the significant legal and political dimensions of public-sector employment. Consideration is given to the general subject of public-service ethics, including such topics as conflict of interest

regulations, and to the complexities of intergovernmental and inter-branch relations. The first segment of the course focuses on historical, ethical, and political themes, while the second part is devoted to management-related matters and legal issues. Prerequisites: junior standing and consent of the instructor. Offered: spring semester.

INTERDISCIPLINARY STUDIES 376. (3)
PUBLIC SERVICE INTERNSHIP. Internship is to be combined with a research project. The internship and research project are closely supervised by a faculty member. Internships are arranged to complement the education provided at Hampden-Sydney. Credit is awarded only following a public defense of the completed research project. The defense follows the pattern established for honors papers. Prerequisite: Interdisciplinary Studies 375. Offered: fall semester.

INTERDISCIPLINARY STUDIES 465. (3)
AN OVERVIEW OF U.S. NATIONAL INTELLIGENCE. This course provides a basic overview of the nature and purpose of U.S. foreign intelligence institutions and activities in support of foreign policy and national security in the closing years of the 20th century. Central themes include the critical need for sound and timely intelligence in the formulation and conduct of U.S. foreign policy; the historical evolution of U.S. intelligence from colonial times to the present; moral and legal constraints imposed upon intelligence in an open, democratic society; and guidelines for preparing for a professional career in intelligence, with emphasis on the value of a broadly based, liberal education. Extensive use is made of the case-study approach for illustrative purposes. Each student is required to prepare and present an intelligence analysis focusing on a selected area of potential threat to U.S. foreign-policy interests. Prerequisite: completion of the core requirements or permission of the instructor.

INTERSCIENCE

Faculty of the Departments of Biology, Chemistry, Mathematics and Computer Science, and Physics and Astronomy

Contact: Leon McC. Cohen

Students may satisfy the requirements for the Interscience major, as well as the Natural Science portion of the distribution requirements, by following any one of the several courses of study specified below.

BIOLOGY-CHEMISTRY

BIOCHEMISTRY-MOLECULAR BIOLOGY:
Three of the following four courses: Biology 311 (Genetics), Biology 332 (Physiology), Chemistry 318 (Medicinal), Chemistry 320 (Biochemistry). Total: 9-10 hours.

BIOLOGY: 101-102, 151-152 (General and Laboratory), 331 (Biochemistry-Molecular), 334 (Advanced Biochemistry), and two courses from the following list: 215 (Cell Biology), 220 (Microbiology), 311 (Genetics), 332 (Physiology), with the last two courses eligible only if not submitted in satisfaction of the Biochemistry-Molecular Biology area requirement above. Total: 16-17 hours.

CHEMISTRY: 110-151-120-152 (Concepts and Laboratory), 210-211-251-252 (Organic and Laboratory), 310 (Physical Chemistry I), 351 (Advanced Lab). Total: 21 hours.

OTHER: Physics 131-132, 151-152 (General and Laboratory); Mathematics 141 (Calculus I). Total: 12 hours.

BIOLOGY-PHYSICS

BIOLOGY: 101-102, 151-152 (General and Laboratory), 220 (Microbiology), 311 (Genetics), 331 (Biochemistry-Molecular), 332 (Physiology). Total: 23 hours.

PHYSICS: 103-143 (Digital Electronics), 131-132, 151-152 (General Physics and Laboratory), 222-262 (Electronic Instrumentation and Laboratory), 412 (Wave Properties and Optics). Total: 22 hours.

OTHER: Chemistry 110-151-120-152 (Concepts and Laboratory); either Chemistry 210-251 (Organic) or Mathematics 141 (Calculus I). Total: 12 hours.

MATHEMATICS-PHYSICS

MATHEMATICS: 141 (Calculus I), 142 (Calculus II), 231 (Linear Algebra), and two courses at the 200-level or above. Total: 18-20 hours.

COMPUTER SCIENCE: 261 (Fundamentals of Computer Science), 262 (Data Structures), 361 (Computer Organization), and 362 (Programming Languages). Total: 12 hours.

PHYSICS: 121 (Problems); 103-143 (Basic Digital Electronics and Laboratory); either 104-144 (Basic Linear and Laboratory) or 222-262 (Principles of Electronic Instrumentation and Laboratory); 131-132, 151-152 (General and Laboratory); and eight hours at the 200-level or above. Total: 25 hours.

Substitutions in the above courses of study may be made with the approval of department chairs in both areas of concentration. Such substitutions must not lessen the coherence of the course of study.

OTHER INTERSCIENCE PROGRAMS

Other courses of study involving concentrations in Mathematics and the Natural Sciences must include Mathematics 242 and at least six semester hours in Mathematics at the 300- or 400-level. Programs must include at least 52 semester hours in Mathematics and the Natural Sciences, and meet one of the following distribution requirements: (a) 42 hours in Mathematics and Biology combined; or (b) 42 hours in Mathematics and Chemistry combined. The course of study must form a coherent program and must be approved by department chairs in both areas of concentration. The planned course of study shall be presented to the Dean of the Faculty at spring pre-registration of the sophomore year. Later substitutions in the course of study may be made with the approval of both department chairs; such substitutions must not lessen the coherence of the course of study.

MATHEMATICS AND COMPUTER SCIENCE

Professors Bryce^F, R. Koether, Mayo; Associate Professors M. Berman, Pelland, Rusewicz, Valente^S; Adjunct Associate Professor Cohen; Visiting Assistant Professor Costello; Lecturers C. Koether, Webber

Chair: Thomas Valente—fall; Gerald M. Bryce—spring

A major in Mathematics requires at least 37 hours: Mathematics 141, 142, 231, 242, 431, 441, and five electives at or above the 200-level. Among the 37 hours must be one of the following sequences: Mathematics 421-422, 431-432, 441-444, 441-448, or 451-452. Two of the electives may be Computer Science courses. With the approval of the department, one of the five electives may be a course in another department that makes extensive use of mathematics.

A major in Mathematics and Computer Science requires 46 hours: Mathematics 141, 142, 231, 242, 332, and 431; Computer Science 261, 262, 361, 362, 461, 480; and one elective chosen from the following list: Mathematics 222, 342, 345, 421, 432. In addition, Mathematics 441 is strongly recommended, especially for students considering graduate work in computer science.

A major in Applied Mathematics requires at least 39 hours: Mathematics 121, 141, 142, 231, 242, 421, and Computer Science 261; one course with mathematical content outside the department, approved by the department; and at least three courses from among Mathematics 222, 243, 331, 342, 343, 345, 422, 441, 444, and Computer Science 262. To prepare for a career in engineering, a student should elect at least Mathematics 243, 343, and Computer Science 262. To prepare for a career in statistics or actuarial work, or to prepare for business school, a student should elect at least Mathematics 222, 331, and 422.

The department recommends that students who intend to teach mathematics complete a major in Mathematics.

Students interested in majoring in Mathematics and Computer Science should consult the department no later than the end of their freshman year.

Students interested in applying mathematics in other disciplines should consider majors in Economics with Mathematics or Interscience-Mathematics.

MATHEMATICS 100. (4)

INTRODUCTION TO THE MATHEMATICAL SCIENCES. Enough elementary functions, algebra, and arithmetic to prepare students for other courses in mathematics and computer science. A student cannot receive credit for Mathematics 100 if he has passed any other college course in Mathematics or Computer Science. Prerequisite: consent of the department. Offered: fall semester.

MATHEMATICS 121. (4)

STATISTICS. Introduction to probability and statistics. Exploratory data analysis. Discrete and continuous random variables, estimation, hypothesis testing. Prerequisite: none. Offered: each semester.

MATHEMATICS 130. (4)

FINITE MATHEMATICAL MODELS. A course emphasizing the use of finite mathematics in modeling real-world phenomena. Specific topics are chosen from among the following: matrix algebra, graph theory, cryptography, Leontief input-output models, linear programming, probability, counting methods, game theory, and Markov chains. Prerequisite: none. Offered: each semester.

MATHEMATICS 140. (4)

MATHEMATICS FOR ECONOMICS. A study of differential and integral calculus and its applications. Topics include differentiation of elementary functions in one and several dimensions, integration of polynomials, and constrained and unconstrained optimization in one and several variables. Prerequisite: Economics 101. Students who have any credit at Hampden-Sydney for the study of calculus may not take this course. Offered: each semester.

MATHEMATICS 141. (4)

CALCULUS I. Elementary functions, limits, derivatives, optimization, the definite integral, and the Fundamental Theorem of Calculus. Prerequisite: none. Offered: each semester.

MATHEMATICS 142. (4)

CALCULUS II. Functions defined by integrals, inverses, applications and techniques of integration, infinite series. Prerequisite: Mathematics 141 or the equivalent. Offered: each semester.

MATHEMATICS 212. (3)

INTRODUCTION TO THE HISTORY OF MATHEMATICS. A survey, from Babylonian mathematics through Greek mathematics, including some topics from modern mathematics, and illuminating G. Cantor's dictum that the essence of mathematics is its freedom to change. An extensive student project is required. Prerequisite: Mathematics 142 or consent of the instructor. Offered: spring semester of even years.

MATHEMATICS 222. (4)

STATISTICAL METHODS. A project-based study of sampling distributions, estimation, and hypothesis testing. Major topics are classical and nonparametric analysis of variance, and regression analysis. Students use a variety of statistical software to produce both individual and group projects. Prerequisite: Mathematics 121 or consent of the instructor. Offered: spring semester.

MATHEMATICS 231. (4)

LINEAR ALGEBRA. Matrix arithmetic, vectors, abstract vector spaces, linear transformation, inner products, and Eigenvalues, with some emphasis on algorithms and computing. Prerequisite: Mathematics 142. Offered: spring semester.

MATHEMATICS 242. (4)

CALCULUS III. Plane curves, polar coordinates, vector analysis of curves, infinite series, approximation, partial derivatives, line integrals, and double integrals. Prerequisite: Mathematics 142. Offered: fall semester.

MATHEMATICS 243. (3)

DIFFERENTIAL EQUATIONS. Analytic and numerical solutions of ordinary differential equations. Existence and uniqueness of solutions. Solutions of linear systems. Prerequisite: Mathematics 242 or consent of the instructor. Offered: fall semester of odd years.

MATHEMATICS 331. (4)

OPTIMIZATION. A mathematical introduction to optimization. Linear programming, integer programming, transportation and assignment problems, game theory, nonlinear programming, and decision analysis. Prerequisite: Mathematics 231. Offered: fall semester of even years.

MATHEMATICS 332. (4)**DISCRETE MATHEMATICS FOR COMPUTER SCIENCE.** An introduction to the discrete mathematics most useful in computing and computer science. Topics include set theory, mathematical logic, graph theory, and combinatorics.

Prerequisite: Mathematics 231. Offered: spring semester of even years.

MATHEMATICS 334. (3)**ELEMENTARY NUMBER THEORY.** An introduction to the theory of numbers. Prerequisite:

Mathematics 231. Offered: fall semester of odd years.

MATHEMATICS 342. (3)**NUMERICAL ANALYSIS.** Solutions to problems of analysis by numerical methods and the study of error in numerical processes. Prerequisites:

Mathematics 231 and 242. Offered: spring semester of even years.

MATHEMATICS 343. (3)**VECTOR ANALYSIS.** Line and surface integrals, classical theorems of vector analysis. Prerequisites: Mathematics 231 and 242. Offered: fall semester of odd years.**MATHEMATICS 345. (3)****APPLIED MATHEMATICS.** Mathematical models and topics in advanced mathematics with application to the natural and social sciences.

Prerequisites: Mathematics 231 and 242 or consent of the instructor. Offered: spring semester of odd years.

MATHEMATICS 421. (3)**PROBABILITY AND STATISTICS I.** Discrete and continuous probability distributions, moment-generating functions, and limit theorems.

Prerequisite: Mathematics 242. Offered: fall semester of odd years.

MATHEMATICS 422. (3)**PROBABILITY AND STATISTICS II.** The theory underlying estimation and hypothesis testing, and its application in one- and multi-sample problems.

Prerequisite: Mathematics 421. Offered: spring semester of even years.

MATHEMATICS 431-432. (3-3)**ALGEBRAIC STRUCTURES.** Groups, rings, fields, linear algebra, and selected topics.

Prerequisite: Mathematics 231. Offered: 431 in the fall semester of even years; 432 in the spring semester of odd years.

MATHEMATICS 441. (3)**INTERMEDIATE ANALYSIS.** Further investigation of the calculus of one real variable.

Continuity, uniform convergence, differentiation, and integration. Prerequisites: Mathematics 231 and 242. Offered: fall semester.

MATHEMATICS 444. (3)**COMPLEX ANALYSIS.** An introduction to the theory of complex functions. Prerequisite:

Mathematics 441. Offered: spring semester of odd years.

MATHEMATICS 448. (3)**TOPOLOGY.** Elementary topological concepts.

Prerequisite: Mathematics 441. Offered: spring semester of even years.

MATHEMATICS 451. (3)**GEOMETRY.** An axiomatic approach to Euclidean geometry and an introduction to non-Euclidean geometries. Prerequisite: Mathematics 231.

Offered: fall semester of even years.

MATHEMATICS 452. (3)**INTRODUCTION TO THE FOUNDATIONS OF MATHEMATICS.** Mathematical logic: the propositional and predicate calculi. First-order theories (elementary arithmetic, first-order set theory). Foundational problems and philosophies:

logical and set-theoretic paradoxes and approaches to their resolutions. Gödel's incompleteness theorems. Prerequisite: Mathematics 451. Offered: spring semester of odd years.

MATHEMATICS 461-462. (3-3)**HONORS IN MATHEMATICS.** A scholarly project conducted in close consultation with a supervising professor. Prerequisites: permission of the instructor for 461; 461 and permission of the instructor for 462. Offered: on demand.**COMPUTER SCIENCE 161. (3)****INTRODUCTION TO COMPUTING.**

An overview of computing, with consideration given to its impact upon today's society. Topics may include history, applications, computer organization, programming languages, algorithms, and computability. This course does not count towards

the Mathematics and Computer Science major. A student cannot receive credit for Computer Science 161 if he has passed any other college course in Computer Science. Prerequisite: none. Offered: each semester.

COMPUTER SCIENCE 261. (4)

COMPUTER SCIENCE I. Discussion of algorithms, programs, and computers. Extensive work in the preparation, running, debugging, and documenting of programs. Problem-solving is emphasized. Prerequisite: none. Offered: each semester.

COMPUTER SCIENCE 262. (4)

COMPUTER SCIENCE II. A continuation of Computer Science 261 but with emphasis on language structures and applications of those structures not normally covered in a first course. Programming efficiency, documentation standards, and programming style are emphasized. Prerequisite: Computer Science 261. Offered: spring semester.

COMPUTER SCIENCE 361. (3)

COMPUTER ORGANIZATION. A machine-level view of computing. Topics may include computer arithmetic and data representation, assembly language programming and the assembly process, machine instruction sets, microprogramming and digital logic. Prerequisite: Computer Science 262. Offered: fall semester.

COMPUTER SCIENCE 362. (3)

PROGRAMMING LANGUAGES. A study of the design and implementation of programming languages. Concepts such as scope rules, data types and data sharing, control structures, block structure, recursion, storage management, formal specification of syntax and semantics, and interpreters. Prerequisite: Computer Science 361. Offered: spring semester.

COMPUTER SCIENCE 380. (3)

TOPICS IN COMPUTER SCIENCE. Topics may be chosen from among operating systems, systems programming, object-oriented programming, computer graphics, and artificial intelligence. Prerequisite: Computer Science 361. Offered: on demand.

COMPUTER SCIENCE 461. (3)

THEORY OF COMPUTING. An introduction to theoretical computer science. Abstract models of computers are used to help investigate the limitations of computing. Topics may include computability, complexity, automata, formal languages and grammars, and the Chomsky hierarchy. Prerequisite: Computer Science 362. Offered: fall semester.

COMPUTER SCIENCE 480. (3)

ADVANCED TOPICS IN COMPUTER SCIENCE. Topics may be chosen from among compiler design, symbolic computation, computational complexity, program verification and correctness, and database theory. Prerequisite: Computer Science 461 or consent of instructor. Offered: spring semester.

MODERN LANGUAGES

Professor JagasichF; Assistant Professors DeJong, McRae, Severin, Smith, Woodard; Visiting Assistant Professors Conde, Southworth; Lecturers Sprouse, U. Wilson

Acting Chair: Susan M. Smith

The requirements for a major in French, German, or Spanish are 30 hours in the Language at the 300- and 400-level, 6 hours of which must be completed at an approved host institution in a foreign country in which the target language is spoken. The major in French must include 301-302, 305, and three 400-level literature courses. The major in German must include 301-302, and three 400-level literature courses. The major in Spanish must include 301-302, 303-304, 305, and three 400-level literature courses.

The requirements for a concentration in French, German, or Spanish are 18 hours in the language at the 300- and 400-level, 6 hours of which must be completed at an approved host institution in a foreign country in which the target language is spoken. The concentration in French must include 301 or 302, 305, and one 400-level literature course. The concentration in German must include 301-302, and one 400-level literature course. The concentration in Spanish must include 301-302, 303 or 304; 305, and one 400-level literature course.

STUDY ABROAD

The Department of Modern Languages encourages and sponsors foreign study and monitors closely the standards and administration of the programs to which it entrusts its students. Approved programs offer supervision, coordination, structure, and compatible cost, and financial aid may be available for approved programs in the event of need. Credit is granted at par with other Hampden-Sydney programs; quality points for majors; hours only for non-majors, though courses overseas must be approved in advance by the department chair and be consonant with Hampden-Sydney's curricular philosophy.

THE PROFICIENCY REQUIREMENT

The foreign-language proficiency requirement is deemed met in a modern language when, in addition to an awareness of appropriate usage in specific cultural contexts, students achieve at a minimum the Intermediate level in speaking, listening comprehension, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages (ACTFL). The complete ACTFL guide-

lines are available from the chair of the Department of Modern Languages. A student is deemed to have achieved the Intermediate level of proficiency when he successfully completes 201-202 or, if he places out of 202 with the requisite score on the placement exam, 301, 302, or (in French or Spanish) 305 at the College or in an approved foreign-study program in a country in which the target language is spoken.

FRENCH

FRENCH 101-102. (3-3)

INTRODUCTION TO FRENCH. A first-year course for students who have little or no experience with the language. The goal is the mastery of the four basic skills: speaking, listening comprehension, reading, and writing. Emphasis on the use of French in the classroom. Students are encouraged to converse in French with their instructor and with each other. Students are expected to listen to tapes accompanying their laboratory and workbook. Offered: 101 in the fall semester; 102 in the spring semester.

FRENCH 201-202. (3-3)

INTERMEDIATE FRENCH. Review of basic French grammar and vocabulary, introduction to literary texts (201), and reading of a short novel (202). Prerequisite: French 102 or the requisite score on the placement exam. Offered: 201 in the fall semester; 202 in the spring semester.

FRENCH 301-302. (3-3)

MASTERPIECES OF FRENCH LITERATURE. A survey of French literature from its medieval origins to the present. Excerpts from major texts are read and discussed in class, with an emphasis on literary genres and principal ideas. Short papers, a research paper, and oral presentations are required. Prerequisites: French 201-202, the requisite score on the placement exam, or permission of the department chair.

FRENCH 305 (3)

ADVANCED COMPOSITION & CONVERSATION. A course in spoken French and in writing skills. Compositions and classroom discussions based on a variety of topics: may include readings in literary texts, newspaper and magazine articles, movies. Continued vocabulary building and grammar review. A course designed to develop and improve speaking and writing skills for more advanced course work. Required for the major and the concentration.

FRENCH 401. (3)

FRENCH THEATER. A survey of French drama from medieval religious plays to works of the 20th century. Reading of representative plays from major movements. Short papers, a research paper, and oral presentations are required. Prerequisites: French 301-302 or permission of the department chair.

FRENCH 403. (3)

FRENCH POETRY. A study of French poetical forms from the Middle Ages to the 20th Century. Examination of representative poems from major poetic movements in France. Short papers, a research paper, and oral presentations are required. Prerequisites: French 301-302 or permission of the department chair.

FRENCH 404. (3)

FRENCH NOVEL. Reading of major French novels from early texts to the *Nouveau Roman*. Study of authors and movements. Short papers, a research paper, and oral presentations are required. Prerequisites: French 301-302 or permission of the department chair.

FRENCH 405. (3)

FRANCOPHONE LITERATURE. Introduction to all genres of Francophone literature from Canada, the Caribbean countries, Indochina, and Africa. Short papers, a research paper, and oral presentations are required. Prerequisites: French 301-302 or permission of the department chair.

FRENCH 408 (3)

FRENCH FILM. A study of French cinema, beginning with the first films of the Lumière brothers through the Nouvelle Vague innovations and culminating in the works of contemporary directors. Emphasized will be the art of the genre as well as how these films depict and reflect French culture, both past and present. Extensive readings on film analysis and culture, weekly film viewing. Requirements: Weekly reaction papers, Mid-term exam, oral presentation, final paper. In French. Prerequisite: French 301, 302, 305 or approval of the Instructor.

GERMAN

GERMAN 101-102. (3-3)

INTRODUCTION TO GERMAN. A first-year course for students who have little or no experience with the language. The goal is the mastery of the four basic skills: speaking, listening comprehension, reading, and writing. Emphasis on the use of German in the classroom. Students are encouraged to converse in German with their instructor and with each other. Offered: 101 in the fall semester; 102 in the spring semester.

GERMAN 201-202. (3-3)

INTERMEDIATE GERMAN. A review of grammar. Oral practice based on readings from various types of material. Elements of composition. Students perform plays and report on individual outside reading. Laboratory. Formal essays in German. Prerequisites for 201: 101-102 or equivalent. Prerequisite for 202: 201. Offered: 201 in the fall semester; 202 in the spring semester.

GERMAN 301-302. (3-3)

SURVEY OF GERMAN LITERATURE.

The history of German literature from the beginnings to our day, with reading of selected poetry, prose, and drama from the Middle Ages to the twentieth century. Term reports on extensive parallel reading. Prerequisites: 201-202 or equivalent. Required for the major and the concentration.

GERMAN 401. (3)

GERMAN THEATER. Survey of German drama from medieval *Fastnachtsspiel* and *Volksspiel* to the *Absurde* through the *Burgersatire* and *Horspiele*, in thematic presentation, through theory and criticism. Extensive reading. Prerequisites: 301-302 or permission of the department chair. Offered: fall semester or even years.

GERMAN 402. (3)

ADVANCED GERMAN COMPOSITION.

Intensive grammar review in conjunction with preparation of difficult texts, exploring a novel theme or particular dimension of German literature; vocabulary acquisition and stylistics incorporated in the program. Stylistic approach. Prerequisites: German 301-302 or permission of the department chair. Offered: spring semester of odd years.

GERMAN 403. (3)

GERMAN POETRY. Survey of German poetic forms from Middle Ages to *Symbolismus*; *Sprüch-dichtung*, *Ballade*, and *Klassische Poesie* through *Dichtungstheorie*. Extensive reading. Analysis of thematic and metrical variations. Prerequisites: German 301-302 or permission of the department chair. Offered: fall semester of odd years.

GERMAN 404. (3)

GERMAN NOVEL. Seminar course conducted through intensive study of authors and movements; biographic, bibliographic, and critical sources, from the elaboration of early *Erzähl-literatur* through the *Roman zwischen Tradition und Wandlung* and *Die Geschichtserzählung*. Extensive reading. Prerequisites: German 301-302 or permission of the department chair. Offered: spring semester of even years.

RUSSIAN

RUSSIAN 101-102. (3-3)

INTRODUCTION TO RUSSIAN. Basic writing and reading skills. Students master grammatical concepts and drill through dictation, translation, and elementary conversation. Students read simple narrative prose. Offered: on sufficient demand.

RUSSIAN 201-202. (3-3)

INTERMEDIATE RUSSIAN. More difficult grammar and reading coupled with conversation. Vocabulary building and active participation. Basic composition skills. Songs and poetry introduce students to Russian culture and art. Prerequisites for 201: 101-102 or equivalent.

SPANISH

SPANISH 101-102. (3-3)

INTRODUCTION TO SPANISH. A first-year course for students who have little or no experience with the language. Development of the four basic skills: speaking, listening comprehension, reading, and writing. Emphasis on the use of Spanish in the classroom. Extensive out-of-class work with videos, computer exercises, tapes, etc. Prerequisite for 101: placement exam; for 102: 101 or placement exam. Offered: 101 in the fall semester; 102 in the fall and spring semesters.

SPANISH 201 (3)

INTERMEDIATE SPANISH I. A continuation of the 101-102 sequence. Continued development of the four basic skills: speaking, listening comprehension, reading, and writing. Emphasis on the use of Spanish in the classroom. Extensive out-of-class work with videos, computer exercises, tapes, etc. Prerequisite: 102 or the requisite score on the placement exam. Offered: both semesters.

SPANISH 202 (3)

INTERMEDIATE SPANISH II. A review of grammar. Emphasis on reading, writing, and oral skills based on a variety of texts, including authentic Hispanic literary texts. Oral presentations. Prerequisite: 201. Offered: both semesters.

SPANISH 301-302. (3-3)

MASTERPIECES OF HISPANIC LITERATURE.

A survey course offering an introduction to Peninsular (301) and Latin-American (302) literature. A thematic presentation with complete representative works read. Lectures and reading in Spanish only; student performance both oral and written in Spanish only. Considerable reading. Prerequisites: Spanish 201-202 or permission of the department chair. Offered: 301 in the fall semester; 302 in the spring semester. Required for the major and the concentration. Fulfills the foreign-language proficiency requirement for students who test above the 202-level on the placement exam.

SPANISH 303-304. (3-3)

SPANISH-SPEAKING WORLD. An introduction to the history and culture of Spain (303) and Spanish America (304). An intensive study, through visual, oral, literary, and journalistic sources, of the heritage of Spanish-speaking populations, beginning with the *celtiberos* of primitive *Hispania* and leading up to the current democratic state that is modern Spain; beginning with pre-Colombian America and then the *conquistadores* and leading up to our own *chicano* community's expression of identity. Lectures and reading, as well as student performance, in Spanish only. Prerequisites: Spanish 201-202 or permission of the department chair. Both 303 and 304 are required for the major. Either 303 or 304 is required for the concentration.

SPANISH 305 (3)

ADVANCED COMPOSITION & CONVERSATION. A course in Spoken Spanish and in writing skills. Compositions and classroom discussions based on a variety of topics: may include readings in literary texts, newspaper and magazine articles, movies. Continued vocabulary building and grammar review. A course designed to develop and improve speaking and writing skills for more advanced course work. Required for the major and the concentration.

SPANISH 400. (3)

ADVANCED SPANISH GRAMMAR. In-depth study of Spanish grammar, concentrating on the verb system and those constructions which are particularly difficult for speakers of English. Students practice the grammatical concepts through communicative oral and written exercises. Prerequisite: Spanish 305 or permission of the department chair.

SPANISH 401. (3)

LATIN-AMERICAN PROSE. A seminar in the evolution of Latin-American narrative and expository forms, including the modern novella of alienation and isolation. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisites: Spanish 302 or permission of the department chair.

SPANISH 402. (3)

LATIN-AMERICAN POETRY. A seminar in the evolution of verse forms in Latin-American literature. Lectures and texts, oral and written student performance in Spanish only. Considerable reading. Prerequisites: Spanish 301 or permission of the department chair.

SPANISH 403. (3)

PENINSULAR GENRES BEFORE THE 18TH CENTURY. A seminar course dealing generically with basic formulas in Hispanic literature until the death of Quevedo, beginning with the Hispano-Judeo-Arabic *Jarchas*, and including the theater of Lope de Vega and the novel of the *pícaro*. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisites: Spanish 301 or permission of the department chair.

SPANISH 404. (3)

PENINSULAR GENRES OF THE MODERN AGE. A seminar course to complement Spanish 403, continuing to synthesize Hispanic literary modes through the *Ilustracion*, the *Afrancesados*, the subsequent eruption of *romanticismo* and into the contemporary period of García Lorca, Camilo José Cela, and Ana Maria Matute. Considerable reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisites: Spanish 301 or permission of the department chair.

SPANISH 405. (3)

TWENTIETH-CENTURY LATIN AMERICAN THEATER. A seminar introducing students to the development of twentieth-century Latin American theater. Representative plays of national, vanguard, and contemporary theater. Class discussions and oral and written student performances in Spanish only. Prerequisites: Spanish 302 or permission of the department chair.

SPANISH 406. (3)

THE CHRONICLES OF THE INDIES. A seminar which encourages a critical reading of works dating principally from the 16th century and studies the problems that such texts present. Works by leaders and other members of expeditions, historians, Europeans, *mestizos*, and indigenous writers. Extensive reading. Lectures and texts, oral and written student performance in Spanish only. Prerequisites: Spanish 302 or permission of the department chair.

SPANISH 407. (3)

THE NOVEL IN THE GOLDEN AGE. This course encourages close reading and textual criticism of prose authors of the *Siglo de oro*, in particular Cervantes. Extensive reading. Lectures and reading, oral and written student performance in Spanish only. Prerequisites: Spanish 301 or permission of the department chair.

SPANISH 408. (3)

THEATRE OF THE GOLDEN AGE. The course encourages close reading and textual criticism of the *teatro nacional* of Spain, in particular the works of Lope de Vega, Calderón, and their epigones. Considerable reading. Lectures and reading, oral and written student performance in Spanish only. Prerequisites: Spanish 301 or permission of the department chair.

SPANISH 409. (3)

SPANISH-ENGLISH TRANSLATION. An introduction to the tools and mechanisms of translation from Spanish into English. Intensive investigation of style, word usage, synonyms, and idiomatic expressions. Exercises include translation of newspaper and magazine articles. A final lengthy translation project is required. Prerequisite: Spanish 305 or permission of the department chair.

SPANISH 410. (3)

HISTORY OF THE SPANISH LANGUAGE. This course traces the development of contemporary Spanish from Classical Latin through the various Spanish dialects spoken today in Spain and Latin America. It also serves as an introduction to the terminology and techniques of historical linguistics. Prerequisite: Spanish 305 or permission of the department chair.

Independent study courses numbered 485-490-495 in French, German, or Spanish only may be developed between faculty members and students to examine specific topics, periods, areas, styles, images, themes, or authors not treated in other offerings. Such courses may be taken only by language majors, however, and then only by students holding a grade-point average of at least 3.0. Determination and approval lie with department chair.

PHILOSOPHY

Associate Professors Iverson, P. Wilson; Assistant Professor Janowski

Chair: Vincent A. Iverson

The requirements for a major in Philosophy are Philosophy 201, 202, 301-302, 303, and an additional 15 hours in Philosophy courses. Students may develop a joint program in Philosophy and another area with the approval of the chairs of both departments.

The requirements for a concentration in Philosophy and Religion are 18 hours in each department, specific courses to be chosen in consultation with the departments.

PHILOSOPHY 201. (3)

LOGIC. An introduction to the skills and practice of critical reasoning, including argument analysis and some formal logic. Prerequisite: none. Offered: each semester.

PHILOSOPHY 202. (3)

PROBLEMS OF PHILOSOPHY. An introduction to philosophical thinking and argument by consideration of specific philosophical problems, such as the existence of God, freedom and determinism, the nature of moral reasoning, the mind/body relationship, and the claims of ethical relativism. Prerequisite: none. Offered: each semester.

PHILOSOPHY 301-302. (3-3)

HISTORY OF PHILOSOPHY. A study of major Western philosophers from the early Greeks to the late medieval period (301) and from Descartes to Kant (302). Prerequisite: none. Offered: 301 in the fall semester; 302 in the spring semester.

PHILOSOPHY 303. (3)

HISTORY OF CONTEMPORARY PHILOSOPHY. A study of major Western philosophers from the 19th and 20th centuries. Prerequisite: either Philosophy 301 or 302. Offered: fall semester.

PHILOSOPHY 304. (3)

ETHICS. An examination of the major challenges to normative ethical theory, as well as the major approaches to normative ethical theory, including classical and contemporary sources. Prerequisite: Philosophy 201 or 202. Offered: fall semester.

PHILOSOPHY 306. (3)

SOCIAL PHILOSOPHY. An examination of the major theories of distributive justice, including the libertarian, liberal, and socialist conceptions. (Consideration of practical problems in light of these alternative conceptions, if time permits.) Prerequisite: Philosophy 304 strongly recommended. Offered: spring semester.

PHILOSOPHY 307. (3)

PHILOSOPHY OF RELIGION. A study of the major issues and figures in contemporary reflection on religion. Prerequisite: 3 hours of Philosophy. Offered: spring semester of odd years.

PHILOSOPHY 312. (3)

PHILOSOPHY OF SCIENCE. A consideration of the aims, methods, social dimensions, and limits of science, including the relationship of empirical data to laws, models, theories, and explanation. Prerequisite: 3 hours of Philosophy. Offered: fall semesters in alternation with Philosophy 313.

PHILOSOPHY 313. (3)

SCIENCE AND RELIGION. A seminar on the philosophical and religious implications of the Big Bang and biological evolution. Topics for discussion include cosmological arguments for and against God's existence, divine foreknowledge, the concept of design, evolutionary accounts of consciousness and morality, theistic and naturalistic methodologies, and the limits of explanation. Prerequisite: 3 hours of Philosophy. Offered: fall semesters in alternation with Philosophy 312.

PHILOSOPHY 401. (3)

POLITICAL PHILOSOPHY AND BUSINESS ETHICS. An attempt to integrate an understanding of the institutional structures within which business decisions are made and a grounding in the principles of ethics, and to apply these broad perspectives in analyzing and agonizing over specific business decisions. The objective is to explore the perspectives of both economics and ethics, in the abstract and also as they are relevant in examining actual cases of business choice. Prerequisites: Economics 101 and one 200-level Economics course as well as Philosophy 202 and at least one course, religious or philosophic, in ethics. This course is to be taken by senior Hobbie Scholars and is open to others with permission of the instructor. Offered: fall semester.

PHYSICS AND ASTRONOMY

Professors Joyner, Kniffen^L; Associate Professor Cheyne; Assistant Professor McDermott; Visiting Assistant Professor Bloom

Chair: Stanley A. Cheyne

The requirements for a major in Physics are a minimum of 30 hours in Physics, including Physics 251, 252, and at least three additional courses in Physics at the 200- or 300-level. Mathematics 141-142 and one semester of electronics are also required.

Students who desire a rigorous mathematical treatment of the fundamentals of Physics and who plan graduate work in Physics should include Physics 131, 132, 133, 211, 212, 213, 311, 312, 411.

Students who plan to teach or to pursue careers in business or industry involving applications of physical principles should include Physics 103, 104, 131, 132, 211, 212, 222.

Students who desire Electronics Engineering/Engineering Physics should take Physics 103, 104, 131, 132, 133, 211, 212, 213, 222.

ASTRONOMY 105. (3)

ASTRONOMY OF THE SOLAR SYSTEM.

An examination of astronomy, its methods and history, and the origin and development of the solar system. Prerequisite: none. Corequisite: Astronomy 145. Offered: fall semester.

ASTRONOMY 106. (3)

STELLAR, GALACTIC, AND EXTRAGALACTIC ASTRONOMY. A course designed to complement Astronomy 105, involving the study of objects outside the solar system, including the stars of the Milky Way, other galaxies, and distant quasars. Also included is a study of the Big Bang and subsequent cosmological development of the universe. Prerequisite: none. Corequisite: Astronomy 146. Offered: spring semester.

ASTRONOMY 125. (3)

LIFE IN THE UNIVERSE. This course concentrates on the astronomical and biological conditions which have made possible the development of life on Earth. Our knowledge of the cosmos is critically examined to estimate the probabilities for life to arise elsewhere. Methods of searching for intelligent extraterrestrial life are reviewed. This is a one-semester course intended for the non-physical-science major. Prerequisite: none. Offered: on sufficient demand.

ASTRONOMY 325. (3)

ASTROPHYSICS. The study of the physics of astronomical processes in order to understand what we can learn from the radiations observed from astronomical objects. Detectors and detection techniques are also examined. Prerequisites: Physics 132 and Mathematics 142. Offered: spring semester.

PHYSICS 103. (3)

BASIC DIGITAL ELECTRONICS. A laboratory-based study of fundamental electronic concepts, digital logic, and microcomputer circuitry. Prerequisite: none. Corequisite: Physics 143. Offered: spring semester.

PHYSICS 104. (3)

BASIC LINEAR ELECTRONICS. A laboratory-based study of circuits employing transistors and integrated circuits. Prerequisite: none. Corequisite: Physics 144. Offered: on sufficient demand.

PHYSICS 107. (3)

THE DESCRIPTION AND EXPLANATION OF MOTION. An historical study of the development of the modern understanding of motion, beginning with the earliest attempts to describe and explain the motion of celestial objects. Time is spent considering the nature of the assumptions made and the methods used, as well as the nature of the results obtained during this development. Prerequisite: proficiency in elementary algebra and geometry. Corequisite: Physics 147. Offered: on sufficient demand.

PHYSICS 108. (3)

METEOROLOGY. An elementary introduction to meteorology, including properties of the atmosphere and their effects on weather. Measurement of atmospheric properties, weather maps, and weather forecasting are emphasized. Prerequisite: none. Corequisite: Physics 148. Offered: on sufficient demand.

PHYSICS 109. (3)

MODERN WEAPONRY. A study of the basic physics of beam weapons, kinetic energy weapons, and nuclear weapons. Potential military applications are outlined, and the economics of these weapons are considered. Near-future developments are assessed, and likely battle management scenarios addressed. Prerequisite: none. Corequisite: Physics 149. Offered: on sufficient demand.

PHYSICS 110. (3)

ENERGY AND POWER. A survey of present global energy sources and future possibilities, with qualitative economic analysis. The exploration of novel methods of generating power are emphasized. Prerequisite: none. Corequisite: Physics 150. Offered: fall semester.

PHYSICS 121-122. (1-1)

PROBLEMS IN GENERAL PHYSICS. A study of selected topics in general physics. Offered: both semesters.

PHYSICS 131. (3)

FUNDAMENTALS OF PHYSICS I. A calculus-based introduction to classical mechanics. Topics include linear kinematics and dynamics, work and energy, momentum, gravitation, rotational kinematics, oscillations, fluids, and mechanical and sound waves. Prerequisite or corequisite: Mathematics 141. Corequisite: Physics 151. Offered: both semesters.

PHYSICS 132. (3)

FUNDAMENTALS OF PHYSICS II. A calculus-based introduction to electromagnetism and modern physics. Electrostatics, the electric field and potential, electric current and circuits, magnetostatics, induction, light and optics, the atomic nature of matter, the structure of the atom, and the nucleus. Prerequisites: Physics 131 and Mathematics 141. Prerequisite or corequisite: Mathematics 142. Corequisite: Physics 152. Offered: both semesters.

PHYSICS 133. (3)

FUNDAMENTALS OF PHYSICS III.

Thermodynamics and advanced topics from the first two semesters. Collisions; vector rotational dynamics; flux; Gauss's, Ampere's, and Faraday's Laws; Maxwell's Equations; interference and diffraction; and thermodynamics and kinetic theory. Prerequisite: Physics 132. Corequisite: Physics 153. Offered: on sufficient demand.

PHYSICS 211. (3)

MECHANICS. Particle dynamics is treated with special emphasis on harmonic motion, motion in a central force field, and the two-body problem. Prerequisite: Physics 131. Offered: fall semester.

PHYSICS 212. (3)

ELECTRICITY AND MAGNETISM I. A study of electrostatics, dielectrics, and magnetostatics.

Prerequisites: Physics 132 and 211. Offered: spring semester.

PHYSICS 213. (3)

ELECTRICITY AND MAGNETISM II. A study of electrodynamics, magnetodynamics, Maxwell's Equations, and electromagnetic waves.

Prerequisite: Physics 212. Offered: fall semester.

PHYSICS 222. (3)

PRINCIPLES OF ELECTRONIC INSTRUMENTATION. A study of the basic principles of operation of electronic instruments. Prerequisite: none.

Corequisite: Physics 262. Offered: spring semester.

PHYSICS 301-302. (1-1)

PHYSICS SEMINAR I-II. A study of special topics, with emphasis on the preparation and oral presentation of reports. Prerequisites: Physics 131 and 132.

PHYSICS 311. (3)

MODERN PHYSICS. An introduction to modern physics, which includes a study of relativity, atoms, molecules, nuclei, waves, and spectra. Prerequisite: Physics 132. Offered: fall semester.

PHYSICS 312. (3)

QUANTUM MECHANICS. The physical foundations of the quantum theory are studied. Schroedinger's Equation is introduced and used to analyze elementary aspects of the atom.

Perturbation theory, the variational method, and other approximation methods are introduced.

Prerequisites: Mathematics 231 and 242; Physics 211, 212, and 311. Offered: fall semester.

PHYSICS 326. (3)

MATHEMATICAL METHODS FOR PHYSICS.

Selected mathematical techniques most often used in physics are studied. Power Series, Fourier Series, linear transformations, ordinary and partial differential equations, Eigenvalues, Eigenvectors, complex variables, Legendre Polynomials, spherical harmonics, and Bessel Functions are among the topics considered. These techniques are applied to problems in electricity and magnetism, mechanics, acoustics, and quantum mechanics. Prerequisites: Physics 131 and 132. Offered: on sufficient demand.

PHYSICS 361-362. (4-4)

MICROCOMPUTER INTERFACING. Topics include the acquisition, processing, and transmission of data associated with various laboratory experiments. The techniques include both programming (primarily in assembly language) and the construction and interfacing of electronic circuits. Prerequisite: Physics 103. Offered: on sufficient demand.

PHYSICS 365. (1)

INTRODUCTION TO HONORS RESEARCH. A detailed proposal for an Honors Research project is prepared in consultation with the faculty member who supervises the research. Prerequisite: consent of the instructor.

PHYSICS 411. (3)

THERMODYNAMICS AND STATISTICAL PHYSICS. An introduction to kinetic theory and thermodynamics, with a brief survey of statistical mechanics. Prerequisite: consent of the instructor. Offered: fall semester.

PHYSICS 412. (3)

WAVE PROPERTIES AND OPTICS. Geometrical and physical optics. Prerequisite: consent of the instructor. Offered: on sufficient demand.

PHYSICS 421-422. (3-3)

THEORETICAL PHYSICS. Selected topics investigated in depth using sophisticated mathematical techniques, mostly advanced mechanics and electromagnetic field theory. Prerequisites: Physics 211 and 212, Mathematics 231 and 242, and consent of the instructor. Offered: on sufficient demand.

PHYSICS 431. (3)

SUB-ATOMIC PHYSICS. Instructor chooses from among the following topics according to the interest of the students: constituents and models of the nucleus, classification of sub-atomic particles, interactions of sub-atomic particles with matter and fields, structure of sub-atomic particles, conservation laws and symmetries, electromagnetic forces, strong and weak forces, and unification of forces. Prerequisite or corequisite: Physics 312. Offered: on sufficient demand.

LABORATORIES

ASTRONOMY 145. (1)

SOLAR SYSTEM ASTRONOMY LABORATORY.

Corequisite laboratory to accompany Astronomy 105. Offered: fall semester.

ASTRONOMY 146. (1)

STELLAR ASTRONOMY LABORATORY.

Corequisite laboratory to accompany Astronomy 106. Offered: spring semester.

PHYSICS 143. (1)

DIGITAL ELECTRONICS LABORATORY.

Corequisite laboratory to accompany Physics 103. Offered: spring semester.

PHYSICS 144. (1)

LINEAR ELECTRONICS LABORATORY.

Corequisite laboratory to accompany Physics 104. Offered: on sufficient demand.

PHYSICS 147. (1)

MOTION LABORATORY. Exercises designed to give first-hand experience with the mode of investigation and the questions under investigation at each stage in the developing understanding of motion. Emphasis is placed on the modern concern with obtaining quantitative information of known precision. Corequisite: Physics 107. Offered: on sufficient demand.

PHYSICS 148. (1)

METEOROLOGY LABORATORY. Corequisite laboratory to accompany Physics 108. Offered: on sufficient demand.

PHYSICS 149. (1)

WEAPONS LABORATORY. Experiments concentrate on kinetic energy projectiles, radiation properties, laser beam characteristics. Corequisite: Physics 109. Offered: on sufficient demand.

PHYSICS 150. (1)

ENERGY AND POWER LABORATORY.

Corequisite laboratory to accompany Physics 110. Offered: fall semester.

PHYSICS 151-152. (1-1)

GENERAL PHYSICS LABORATORY. An experimental examination of a variety of physical phenomena, along with an introduction to laboratory techniques and procedure. Corequisites: Physics 131-132. Offered: both semesters.

PHYSICS 153. (1)

INTRODUCTORY PHYSICS LABORATORY III.

Elementary experiments in modern physics, electrodynamics, thermodynamics, and optics. Corequisite: Physics 133. Offered: on sufficient demand.

PHYSICS 251. (1)

INTERMEDIATE LABORATORY I. Laboratory experiments at an intermediate level in various fields of modern and classical physics. Emphasis is placed on laboratory technique, data reduction, and error analysis. Prerequisites: Physics 132 and 152. Offered: fall semester.

PHYSICS 252. (1)

INTERMEDIATE LABORATORY II. Laboratory experiments at an intermediate level in nuclear physics and other areas of modern physics. Emphasis is placed on laboratory technique, error analysis, and preparation of laboratory reports. Prerequisite: Physics 251. Offered: spring semester.

PHYSICS 262. (1)

BASIC ELECTRONICS LABORATORY.

Corequisite laboratory to accompany Physics 222. Offered: spring semester.

PHYSICS 351-352. (1-1)

ADVANCED LABORATORY. A laboratory course designed to acquaint the student with the instruments used in basic physical measurements and with the design of experiments. Prerequisite: consent of the instructor. Offered: 351 in the fall semester; 352 in the spring semester.

PHYSICS 461. (3)

HONORS ADVANCED LABORATORY.

An extended project, developed in Physics 365, conducted in collaboration with a faculty member, ordinarily resulting in publishable research. Prerequisite: consent of the instructor.

PHYSICS 462. (3)

HONORS ADVANCED LABORATORY.

A continuation of Physics 461 for projects found suitable. Prerequisite: consent of the instructor.

POLITICAL SCIENCE

Professors Barrus, D. E. Marion^S, Pontuso, S. Wilson; Visiting Professor Jones; Associate Professor Eastby; Visiting Assistant Professor Winborne

Chair: John H. Eastby

The requirements for a major in Political Science are a minimum of thirty semester hours in Political Science, eighteen to include Political Science 101; 220; 240; 310; either 412, 413, or 414; and 470. Students studying Political Science are encouraged to take courses in Classics, Economics, History, and Philosophy. They are strongly encouraged to study abroad either through a May Term course or during a semester of foreign study, preferably in the spring semester of the junior year. Those students interested in foreign affairs or comparative politics are encouraged to undertake a concentration in a foreign language.

Students may develop interdisciplinary majors within the social sciences with the approval of the departments concerned.

POLITICAL SCIENCE 101. (3)

INTRODUCTION TO AMERICAN GOVERNMENT. A review of the theory, institutions, and practices of the national government in the United States. The constitutional basis of the federal system, the protection of civil liberties and citizenship, and the role of the people in politics are studied with frequent references to leading Supreme Court decisions and other primary sources. Prerequisite: none. Offered: each semester.

POLITICAL SCIENCE 102. (3)

PERENNIAL ISSUES AND PROBLEMS OF THE AMERICAN REGIME. This course examines the enduring problems and issues which reflect and illuminate the distinctive character of democratic states. Among the central topics are the principles of freedom and equality, federalism, ethics and politics, representation, and the effects of the commercial spirit on republicanism. Prerequisite: none. Offered: on an occasional basis.

POLITICAL SCIENCE 103. (3)

VIRGINIA POLITICS. This course studies state government and politics, focusing on the state of Virginia. It examines the structures of government and the processes of politics in the state. It considers the historical and contemporary regime charac-

ter of Virginia, that is, as a particular political community with a particular determination of who rules and for what purposes. Prerequisite: none. Offered: fall semester of odd-numbered years.

POLITICAL SCIENCE 200. (3)

PUBLIC OPINION, VOTING BEHAVIOR, AND POLITICAL PARTIES. An introduction to democratic politics at its most basic level. This course shows how Americans conduct themselves in their day-to-day political lives. What opinions do they hold and why do they hold them? How are those opinions expressed at the polls? Who seeks public office and how is it sought? Who gets elected and why? The course also introduces students to some of the mathematical models presently studied in the discipline of political science. Prerequisite: Political Science 101. Offered: fall semester of even-numbered years.

POLITICAL SCIENCE 210. (3)

LITERATURE AND POLITICS. This course uses great works of literature to illuminate and give concrete meaning to the fundamental issues of government and politics. Readings are taken from both classical and modern, and Western and non-Western authors. Prerequisite: none. Offered: fall semester of odd-numbered years.

POLITICAL SCIENCE 220. (3)

INTRODUCTION TO COMPARATIVE GOVERNMENT. An examination and comparison of ancient and modern regimes, including the ancient *polis* and modern liberal democratic and totalitarian regimes. The intent is to contrast ancient and modern political principles and forms, and show the range of alternatives available in modernity. The underlying focus is on modern liberalism: its meaning, justification, political forms, problems, and possible alternatives. Attention is given to comparison as a method of political inquiry. Prerequisite: Political Science 101 or permission of the instructor. Offered: spring semester.

POLITICAL SCIENCE 221. (3)

TYRANNY AND TOTALITARIANISM.

The course aims at both a practical and theoretical analysis of tyranny and the modern variant, totalitarianism. It examines various writings on tyranny, such as those of Xenophon, Aristotle, Machiavelli, and Solzhenitsyn; and considers particular tyranni-

cal and totalitarian regimes, such as Cromwell's Protectorate, Napoleon's Consulate, Pinochet's military junta, Hitler's Nazi Germany, and Soviet Communism under Lenin and Stalin. Prerequisite: permission of the instructor. Offered: fall semester of even years.

POLITICAL SCIENCE 230. (3)
INTRODUCTION TO AMERICAN PUBLIC ADMINISTRATION. A survey of selected themes pertaining to the principles and processes of American public administration. Topics examined include the history of American public administration, the role of administrative officials in the formulation and execution of public policy, accountability and responsibility in the public sector, the politics of public budgeting, and administrative discretion and the rule of law. Prerequisite: Political Science 101. Offered: fall semester.

POLITICAL SCIENCE 231. (3)
PUBLIC POLICY. An examination of the formulation and implementation of public policy. Attention is given to competing approaches to public policy formulation as well as the relationship of public policy processes to the governance of society. Selected contemporary issues and problems are considered to illustrate how policy issues may be framed, evaluated, and implemented. Prerequisite: Political Science 101. Offered: spring semester.

POLITICAL SCIENCE 240-241. (3-3)
INTERNATIONAL RELATIONS. A consideration of the relations among sovereign political communities. In the first semester, the perennial issues of war and peace, along with the objectives, strategies, and instruments of foreign policy, are examined. In the second semester, the foreign policies of contemporary major powers are analyzed and compared. Prerequisite for 240: none; for 241: Political Science 240 or permission of the instructor. Offered: 240 in the fall semester; 241 on an occasional basis.

POLITICAL SCIENCE 300. (3)
AMERICAN POLITICAL THOUGHT. A survey of the ideas that have shaped American political life from the 18th century to the present. Emphasis is placed on close reading and critical interpretation of the writings of such thinkers as Jefferson, Madison, Hamilton, Lincoln, and F. D.

Roosevelt, as well as contemporary writers. Prerequisite: none. Offered: every third semester in rotation with Political Science 413 and 414.

POLITICAL SCIENCE 310. (3)
CLASSICAL POLITICAL PHILOSOPHY. An examination of the works of the greatest minds of antiquity: Plato and Aristotle. Emphasis is placed on close reading and critical interpretation of selected primary texts. Prerequisite: none. Offered: fall semester.

POLITICAL SCIENCE 320. (3)
GOVERNMENT AND POLITICS OF WESTERN EUROPE. An examination of the political institutions and processes of Western Europe. Attention focuses on Great Britain, France, and the Federal Republic of Germany. The underlying theme of the course is the variety and problems of modern regimes. Prerequisite: Political Science 220 or permission of the instructor. Offered: fall semester of odd-numbered years.

POLITICAL SCIENCE 322. (3)
POLITICAL DEVELOPMENT. An analysis of the political institutions and processes of modernizing nations. Particular attention is given to the relationships between economic and social modernization and political change. Case studies are drawn from contemporary modernizing regimes. Prerequisite: Political Science 220 or permission of the instructor. Offered: fall semester of even-numbered years.

POLITICAL SCIENCE 324. (3)
THE TRANSFORMATION OF POST-COMMUNIST SOCIETIES. An examination of the problems and prospects of nations emerging from communist totalitarianism. The course focuses on the history of Eastern European nations before, during, and after the communist era. Special attention is given to the problems that these nations have encountered in restructuring their economies, creating workable political institutions, reestablishing civic societies, and regaining and rebuilding their traditional cultures. Depending on student demand, there may be an optional trip to an Eastern European city (Prague, Budapest, or Krakow) during spring break. Prerequisite: Political Science 220 or permission of the instructor. Offered: spring semester of even-numbered years.

POLITICAL SCIENCE 332. (3)

THE PRESIDENCY. An analysis of the American executive. Special attention is paid to the creation of the American presidency, the historical development of the president's powers, and the role the office plays within the constitutional system. Students are expected to give class presentations on topics of continuing interest. Prerequisite: Political Science 101. Offered: spring semester of odd-numbered years.

POLITICAL SCIENCE 333. (3)

THE AMERICAN LEGISLATURE. An investigation and evaluation of Congress. Special attention is paid to the creation of the legislative branch and the development of its powers, its organization, and its effectiveness. Prerequisite: Political Science 101. Offered: spring semester of even-numbered years.

POLITICAL SCIENCE 340. (3)

AMERICAN FOREIGN POLICY. An analysis of the formulation and implementation of foreign policy in the United States. Topics include the relationship between regime principles and foreign policy, the Constitution and foreign policy, the institutions involved in policy-making, the decision-making process, and the role of interest groups and public opinion. Prerequisite: Political Science 101 or 240, or permission of the instructor. Offered: fall semester.

POLITICAL SCIENCE 412. (3)

MEDIEVAL POLITICAL PHILOSOPHY.

This course studies the political consequences of the confrontation between revealed religion and scientific rationalism that is at the core of Western culture, through an examination of the works of medieval Islamic, Jewish, and Christian political philosophers. Readings are from Alfarabi, Averroës, Maimonides, Albo, Aquinas, Dante, Marsilius, and others. Prerequisite: Political Science 310. Offered: spring semester of odd-numbered years.

POLITICAL SCIENCE 413. (3)

EARLY MODERN POLITICAL PHILOSOPHY.

An examination of the ideas of Machiavelli, Hobbes, Locke, and Rousseau. Emphasis is placed on close reading and critical interpretation of selected primary texts. Prerequisite: none. Offered: every third semester in rotation with Political Science 300 and 414.

POLITICAL SCIENCE 414. (3)

MODERN POLITICAL PHILOSOPHY.

A critical examination of Kant, Burke, Mill, Marx, and Nietzsche. Emphasis is placed on close reading and interpretation of selected primary texts. Prerequisite: none. Offered: every third semester in rotation with Political Science 300 and 413.

POLITICAL SCIENCE 430-431. (3-3)

AMERICAN CONSTITUTIONAL LAW.

This course examines the major provisions of the American Constitution and their development through judicial interpretation. The first semester considers the nature of the judicial process, the constitutional powers of the separate departments, and the place of the states in the federal system. The second semester examines civil rights and liberties as protected by the original Constitution, the Bill of Rights, and the Fourteenth Amendment. Prerequisite: Political Science 101. Offered: 430 in the fall semester; 431 in the spring semester.

POLITICAL SCIENCE 440. (3)

INTERNATIONAL LAW. A study of the legal and organizational structure of the international system and of the processes and forms of international order. Prerequisite: Political Science 240 or permission of the instructor. Offered: spring semester of odd-numbered years.

POLITICAL SCIENCE 442. (3)

ISSUES OF AMERICAN NATIONAL

SECURITY. A selective analysis of foreign policy and national security problems and threats facing the United States during the closing years of the 20th century. Special attention is given to a review of the formulation of American foreign policy and its implementation. Consideration is also given to responses to American foreign policy by other nation states. Prerequisite: permission of the instructor. Offered: spring semester.

POLITICAL SCIENCE 443. (3)

INTERNATIONAL ORGANIZATION.

This course examines the process of development of international organization. It focuses on the United Nations system as an example of this process, examining its political foundations, its contemporary problems, and its future prospects. The intent is to put the process of international organization development in a coherent historical and theoretical perspective. Prerequisite: Political Science 240 or 340. Offered: spring semester of odd-numbered years.

POLITICAL SCIENCE 470. (3)

SENIOR SEMINAR AND THESIS. In the senior year, Political Science majors write a thesis-length paper on a topic relating to government or foreign affairs. Under the supervision of the seminar's instructor, students choose a topic, undertake substantial research on the issue, and write a thirty-page paper. Seminar sessions are devoted to defining topics, organizing research, discussing problems in research and writing, and giving oral presentations based on work in progress. Political Science majors should plan to be in residence at the College in the fall semester of their senior year when this course is offered. Prerequisite: Senior status. Offered: fall semester.

PSYCHOLOGY

Professor Emeritus Ortner; Professors DeWolfe, Herdegen, D. Weese; Associate Professor Mossler

Chair: Dan Mossler

The requirements for a major in Psychology are eleven courses and three laboratories in Psychology, including Psychology 101, 102, 210, 211/251, 401, and 402. In addition, students must take either Psychology 301/351 or 312/352, and either Psychology 304/354 or 315/355. Electives in Psychology may be chosen from the other departmental offerings, including the other laboratory courses. Up to two Sociology courses may be used as Psychology electives. Students are encouraged to complete Psychology 210 and 211 during the sophomore year, and 211 must be completed before the end of the junior year. Students also are strongly encouraged to take at least one 300-level laboratory course before the end of the junior year.

A student may not take Psychology 101 or 102 if previously he has completed a comprehensive, one-semester, introductory-level course in Psychology.

Students may develop interdisciplinary majors within the social and natural sciences with the approval of the departments concerned.

A student who completes the requirements for the major in Psychology and also completes Sociology 201 plus three other courses in Sociology may have entered on his transcript, "Major in Psychology and a Concentration in Sociology."

Students seeking admission to graduate study in Psychology are encouraged to take more than the required number of courses in Psychology and to choose their electives from Sociology or Biology.

PSYCHOLOGY 101. (3)

PSYCHOLOGY AS A NATURAL SCIENCE.

Survey of research areas which rely on the experiment for data acquisition (learning, memory, cognition, physiology, sensation and perception, motivation). Examination of the evidence pertaining to important concepts, issues, and topics in those areas of psychology, application of that knowledge in solving individual and societal problems, and the relevance of psychology to everyday life. Prerequisite: none. Offered: each semester.

PSYCHOLOGY 102. (3)

PSYCHOLOGY AS A SOCIAL SCIENCE.

Survey of research areas which chiefly employ case studies, surveys, and correlational methods (devel-

opmental, intelligence, personality, abnormal, psychotherapy, social). Examination of the evidence pertaining to important concepts, issues, and topics in those areas of psychology, application of that knowledge in solving individual and societal problems, and the relevance of psychology to everyday life. Prerequisite: none. Offered: each semester.

PSYCHOLOGY 210. (3)

QUANTITATIVE METHODS. An introduction to statistics and methodology employed in psychology and sociology. Both descriptive and inferential techniques are discussed, including non-parametric tests of significance and simple correlation. Fundamental dimensions of social research, structuring of the data-collection process, and forms of data collection are emphasized. Not open to seniors except with permission of the instructor. Prerequisite: Psychology 101 or 102, or Sociology 201. Offered: each semester.

PSYCHOLOGY 211. (3)

RESEARCH METHODS. An introduction to the basic techniques, methods, and issues in psychological research, with particular emphasis on the experimental method. Topics to be addressed include design and planning of experiments, control of variables in research, behavioral measurement, subject selection, implementation of experiments, data analysis and evaluation, presentation of research results, and ethical issues in psychological research. Prerequisites: Psychology 101, 102, and 210. Corequisite: Psychology 251. Offered: each semester.

PSYCHOLOGY 251. (1)

LABORATORY PRINCIPLES IN PSYCHOLOGY. Laboratory exercises involving application of principles and methods of research in psychology. Prerequisites: Psychology 101 and 102. Corequisite: Psychology 211. Offered: each semester.

PSYCHOLOGY 301. (3)

PHYSIOLOGICAL PSYCHOLOGY. The role of the nervous system in the control of behavior. An examination of neurophysiology, neurochemistry, neuropharmacology, and neuroanatomy and their relation to motivation, learning and memory, cognition, and mental disorders. Prerequisite: Psychology 101. Corequisite: Psychology 351. Recommended: Psychology 210 and 211; Biology 101-102. Offered: fall semester.

PSYCHOLOGY 302. (3)

COGNITIVE PSYCHOLOGY. This course focuses on the study of human memory and mental processes. The information-processing approach is presented and described in some detail. A variety of mental activities are covered, including attention, perception, remembering, using language, reasoning, and problem-solving. Special attention is paid to the application of current research in cognitive psychology to real-life situations. Prerequisite: Psychology 101. Offered: fall semester of even-numbered years.

PSYCHOLOGY 304. (3)

PSYCHOLOGY OF PERSONALITY. Theoretical approaches and research relevant to the study of personality. Psychoanalytic, trait, field, self, and learning approaches are compared and evaluated. Prerequisite: Psychology 102. Corequisite: Psychology 354. Recommended: Psychology 210 and 211. Offered: fall semester.

PSYCHOLOGY 305. (3)

MOTIVATION. An examination of factors responsible for the instigation, continuation, and cessation of human and animal behavior. Topics include physiological mechanisms of motivation, instinct, acquired motives, the relationship between motivation and learning, emotion, and complex forms of motivation (e.g., achievement, social influence). Prerequisite: Psychology 101 or 102. Offered: fall semester.

PSYCHOLOGY 306. (3)

SOCIAL PSYCHOLOGY. The analysis of social motivation, attitude formation and change, group structure and processes, interpersonal perception and attraction, and the psychological impact of the environment. Prerequisite: Psychology 101 or 102, or Sociology 201. Offered: every third semester.

PSYCHOLOGY 307. (3)

BEHAVIORAL PHARMACOLOGY. The systematic study of the effects of drugs on behavior, cognitive functioning, and emotions; the interaction of a drug's effect on the nervous system; the biological and psychological makeup of the individual; and the social and physical environment as the determinant of the drug experience. Prerequisite: Psychology 101. Recommended: Biology 101-102 or Psychology 301. Offered: spring semester of odd-numbered years.

PSYCHOLOGY 309. (3)

ABNORMAL PSYCHOLOGY. An overview of emotional, behavioral, and cognitive conditions which are considered sufficiently stressful, dysfunctional, unusual, or bizarre to require treatment by mental-health professionals. Included in each major category defined by psychiatry's diagnostic manual are a description of symptoms, typical antecedent life stresses, correlates in childhood developmental patterns, and physiological, neurological, and temperamental concomitants. Theory and research concerning causes and common therapeutic approaches are reviewed. Prerequisite: Psychology 101 or 102. Offered: spring semester.

PSYCHOLOGY 310. (3)**INDUSTRIAL & ORGANIZATIONAL**

PSYCHOLOGY. Application of psychological principles to problems in business and industry, and to management. Addresses such topics as personnel selection and organizational theory. Prerequisite: Psychology 101 or 102. Offered: as staff time permits.

PSYCHOLOGY 312. (3)

LEARNING. The theoretical and empirical study of the acquisition, modification, and retention of human and animal behavior. Topics to be addressed include conditioning and instrumental learning, mechanisms of reinforcement, verbal and language learning, memory and forgetting, and the application of principles of learning and memory. Prerequisite: Psychology 101. Corequisite: Psychology 352. Recommended: Psychology 210 and 211. Offered: spring semester.

PSYCHOLOGY 313. (3)

SENSATION AND PERCEPTION. An examination of sensory systems and perceptual processes. The senses are considered in terms of their respective physical stimuli, receptor systems, neural structures, and psychophysical data. Topics in perception include attention, feature detection, depth perception, perceptual organization, and perceptual illusions. Prerequisite: Psychology 101 or 102. Recommended: Psychology 301. Offered: spring semester of even-numbered years.

PSYCHOLOGY 315. (3)

DEVELOPMENTAL PSYCHOLOGY. Normal development of the human individual beginning with the prenatal period and with a special emphasis on childhood and adolescence. Developmental

change and crises in middle life and old age is described in less detail. Prerequisite: Psychology 102. Corequisite: Psychology 355. Recommended: Psychology 210 and 211. Offered: spring semester.

PSYCHOLOGY 319. (3)

THE PSYCHOLOGY OF LAW. This course deals with the relationship between psychology and the legal process. Psychological abnormality and the criminal and civil law; the psychology of jury selection and deliberation; the validity of eyewitness testimony; the nature and treatment of criminal offenders; and the psychology of lawyering, negotiation, and conflict-resolution are among its concerns. Some attention is given to the psychological assumptions that underlie the common law and to the empirical investigation of their validity. Prerequisite: Psychology 101. Offered: as staff time permits.

PSYCHOLOGY 351. (1)**LABORATORY IN PHYSIOLOGICAL**

PSYCHOLOGY. Application of laboratory techniques in physiological research, including dissection, anesthesia, surgery, lesioning, behavioral testing, and histology. Corequisite: Psychology 301. Offered: fall semester.

PSYCHOLOGY 352. (1)

LABORATORY FOR LEARNING. Applications of principles of classical and operant conditioning, observational learning, human learning, and memory in laboratory exercises and experiments. Corequisite: Psychology 312. Offered: spring semester.

PSYCHOLOGY 354. (1)

LABORATORY FOR PERSONALITY. Exercises involving development and use of instruments to measure personality constructs and types, and the evaluation of those instruments. Corequisite: Psychology 304. Offered: fall semester.

PSYCHOLOGY 355. (1)**LABORATORY FOR DEVELOPMENTAL**

PSYCHOLOGY. Exercises utilizing various research methods involved in the study of developmental processes, such as observational techniques and cross-sectional and longitudinal studies. Corequisite: Psychology 315. Offered: spring semester.

PSYCHOLOGY 401-402. (3-3)

SENIOR SEMINAR I-II. These two courses comprise the capstone experience for senior majors in Psychology. In 401 each student works individually with a member of the Psychology faculty serving as a thesis advisor to select a topic for his senior thesis, conduct a thorough review of the professional literature on that topic, and develop a proposal for an empirical research study to examine the topic. In 402 the student performs actual data collection as described in his research proposal, writes a senior thesis based on that research, and gives a public oral presentation on the thesis. In addition to collecting data, students meet as a group to address current issues and trends in the field with presentations and discussions led by different members of the Psychology faculty. (Students planning to complete their course work in December may take these courses out of sequence. The research proposal would be developed in 402, and data collection would be done in 401.) Prerequisites: Psychology 210, 211, a 300-level laboratory course, two other 300-level courses, and senior standing. Offered: 401 in the fall semester; 402 in the spring semester.

PSYCHOLOGY 403. (3)***HISTORY AND SYSTEMS OF PSYCHOLOGY.***

An exploration of the history of psychology from its philosophical antecedents through the major schools of structuralism, functionalism, behaviorism, Gestalt psychology, and psychoanalysis. Current issues which influence the research emphasis of current psychologists are discussed. The course is highly recommended for students who are planning on graduate study in psychology or related fields. Prerequisites: Psychology 101, 102, and at least three courses at the 300-level. Psychology 304 and 312 are especially recommended. Open to seniors only. Offered: every third semester.

PSYCHOLOGY 409. (3)

PSYCHOTHERAPY. A study of clinical methods, treatment approaches, and problems; the clinician and research. Prerequisites: Psychology 101, 102, and 309. Offered: every third semester.

PSYCHOLOGY 410. (3)

PRACTICUM & INTERNSHIP IN PSYCHOLOGY. Students spend one day or two half-days a week working under supervision in a state hospital or similar agency. Prerequisite: status as a senior majoring in Psychology. Offered: as staff time permits.

SOCIOLOGY 201. (3)

INTRODUCTION TO SOCIOLOGY. Methods and objectives of sociological research, varying patterns of social organization, the study of society and culture, and introduction to sociological theory. Prerequisite: none. Offered: fall semester.

SOCIOLOGY 302. (3)

SOCIOLOGY OF DEVIANCE. The deviance approach to the problems of contemporary society. Prerequisite: Sociology 201. Offered: every fourth semester in rotation with Sociology 303, 304, and 305.

SOCIOLOGY 303. (3)

SOCIAL STRATIFICATION. The basic theories of social stratification are discussed with emphasis on the origin of stratification systems and on the consequences of stratification, especially the distribution and exercise of power and privilege in American society. Prerequisite: Sociology 201. Offered: every fourth semester in rotation with Sociology 302, 304, and 305.

SOCIOLOGY 304. (3)

RACE AND ETHNIC RELATIONS. This course examines minorities of all kinds from the perspective that differences among various peoples cause each group to look on other groups as strangers. After a study of the principles involved, the following groups are studied: Northern and Western Europeans; South, Central, and Eastern Europeans; Native Americans; East, Central, and West Asian immigrants; African-Americans; Hispanic immigrants; religious minorities; and women in America. The course concludes with a holistic approach to the American Mosaic. Prerequisite: Sociology 201. Offered: every fourth semester in rotation with Sociology 302, 303, and 305.

SOCIOLOGY 305. (3)

SOCIOLOGY OF RELIGION. A study of the relationship between religion and society. The sociological perspective, *viz.* that religion may be defined as a communally held system of beliefs and practices oriented to some transcendent, supernatural reality, predominates. Prerequisite: Sociology 201 or *bona fide* status as a Religion major. Offered: every fourth semester in rotation with Sociology 302, 303, and 304.

RELIGION

Professor Emeritus Norment; Professors Carney, Rogers; Associate Professor Hall; Assistant Professor Ramsey; Visiting Assistant Professor Trapnell

Chair: Robert G. Rogers

The requirements for a major in Religion are 30 hours in Religion courses, including at least two courses in Biblical studies, two courses in world religions or methodology, and two courses in Christian theology or ethics. At least one course must be at the 400-level. Six hours in Philosophy courses are also recommended for students majoring in Religion; Philosophy 307 and Sociology 305 may be counted toward the required hours for the major.

The requirements for a concentration in Philosophy and Religion are 18 hours in each department, specific courses to be chosen in consultation with the departments.

RELIGION 101. (3)

INTRODUCTION TO RELIGION. A critical inquiry into the meaning of religion and its significance for human life. The course introduces students to the beliefs and practices identified as religious, including the concept of the holy, myth and ritual, rites of passage, sacred personages, death and afterlife, and patterns of personal and social transformation. Prerequisite: none. Offered: each semester.

RELIGION 102. (3)

INTRODUCTION TO BIBLICAL STUDIES. An introductory study of ancient Jewish and early Christian literature (the Hebrew and Christian scriptures). Consideration is given to methods of interpretation, historical context and narrative, and literary form, as well as to principal themes and ideas. Prerequisite: none. Not open to students who have taken a 200-level Biblical course. Offered: each semester.

RELIGION 103. (3)

INTRODUCTION TO WORLD RELIGIONS. An introduction to the origins, development, and current meaning of several spiritual traditions. The course is designed to show the diversity of religious traditions, as well as to indicate the common questions that the various traditions address. The course begins with a consideration of the relation between religion and the human condition as we experience it. In the light of this introduction,

several traditions chosen from the Jewish, Christian, Hindu, Buddhist, Confucian, Taoist, Muslim, and Native American are examined. Prerequisite: none. Offered: fall semester.

RELIGION 151-152. (3-3)

TUTORIAL IN BIBLICAL HEBREW.

Introduction to basic vocabulary and grammar of Biblical Hebrew. Emphasis on (1) learning to read sentences in the Hebrew Old Testament; (2) acquiring a facility in using a Hebrew lexicon and in using the critical notes in the Hebrew text. Prerequisite: none. Offered: on sufficient demand.

RELIGION 201. (3)

JUDAISM. Jewish history and religion, institutions and observances, customs and lore from the Biblical period to the present. Prerequisite: none. Offered: fall semester of every second year.

RELIGION 202. (3)

RELIGIONS OF SOUTH ASIA. A study of the religions of South Asia and the historical and cultural context in which they developed. Special attention is paid to Vedism, Brahminism, Jainism, Buddhism, and Hinduism. Prerequisite: none. Offered: fall semester of even-numbered years.

RELIGION 203. (3)

RELIGIONS OF EAST ASIA. A study of Confucianism, Taoism, Shinto, and Buddhism in the context of the history and culture of East Asia. Prerequisite: none. Offered: spring semester of even-numbered years.

RELIGION 204. (3)

ISLAM. A study of the major elements of religious life and practice in the Islamic tradition: Allah, Qur'an, Prophet, worship, law, theology, mysticism. Special attention is paid to the influence of Islam on the development of European culture, the relation of Islam to the Jewish and Christian traditions, and the contemporary resurgence of Islam. Prerequisite: none. Offered: fall semester of odd-numbered years.

RELIGION 211. (3)

THE TORAH. A study of the Five Books of Moses: Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. Students consider passages which reflect the ancient life of monarchic and pre-monarchic Israel, but concentrate on discovering the exilic and post-exilic message of the books as they presently exist. Prerequisite: an introductory-level Religion or Humanities course.

RELIGION 212. (3)

THE HEBREW PROPHETS. An investigation of the rise and development of the prophetic movement in Israel, with particular emphasis upon the relevance of the prophets for their own and later times. Prerequisite: Religion 102, Humanities 101, or permission of the instructor.

RELIGION 221. (3)

THE SYNOPTIC TRADITION. An evaluation of the person and work of Jesus as portrayed in *Matthew, Mark, and Luke*, with particular attention to the work of contemporary theologians with respect to the "historical Jesus." Prerequisite: Religion 102, Humanities 102, or permission of the instructor.

RELIGION 223. (3)

THEOLOGY OF PAUL. A study of principal theological and ethical ideas and issues in the letters of Paul, undertaken from the perspectives of Biblical and historical theology rather than from those of literary or biographical analysis. Some consideration is given to the interpreters of Paul—his influence on subsequent theologians such as Martin Luther, Karl Barth, and Reinhold Niebuhr. Prerequisite: Religion 102, Humanities 102, or permission of the instructor. Offered: fall semester of even years.

RELIGION 224. (3)

THE JOHANNINE TRADITION. A study of the New Testament documents commonly associated with this tradition: the *Gospel of John* (the "Fourth Gospel"), the *Letters of John*, the *Revelation (Apocalypse)* of John. Principal attention is given to the Gospel—its formation, its relation to the Synoptic Gospels, its distinctive theological emphases. Prerequisite: Religion 102, Humanities 102, or permission of the instructor.

RELIGION 301. (3)

RELIGION AND DEATH. A study of the perception and management of death in various religious traditions, with particular reference to New Testament conceptions and the perspectives of contemporary theologians; consideration of certain ethical issues associated with death and dying. Prerequisite: none, but either Religion 101, 102, or 103 is recommended. Offered: intermittently, either semester, or May Term.

RELIGION 302. (3)

THEOLOGY AND LITERATURE. A consideration of the usage of specific Biblical and/or religious themes or motifs in contemporary literature. The emphasis is on discerning what principles of interpretation are used in giving contemporary expression to specific themes. The specific themes vary. Prerequisite: Religion 102 or permission of the instructor. Offered: intermittently, either semester.

RELIGION 303. (3)

RELIGIOUS PLURALISM. This course involves critical reflection on the meaning of religious pluralism in the contemporary world. This process of reflection includes clarification of the significance of "pluralism," its impact on asserting truth claims, and the possibility of one tradition's claim to absolute truth in relation to the truth claims of other traditions. In particular, the course addresses the model of interreligious dialogue as a strategy for living with truth claims and religious pluralism. Prerequisite: none, but Religion 103 or another course in world religions is recommended.

RELIGION 305. (3)

AFRICAN CHRISTIANITY. Through common readings and class discussion, the richness and complexity of African Christianity is explored, emphasis being placed on understanding a variety of theological concerns and issues. Among others, the following are considered: African particularity and Christian universalism, Christian belief and African nationalism, traditional African customs and Biblical laws, missionaries and indigenous leadership, independent African churches and "main-line" denominations. Prerequisite: none, but Religion 101, 102, or 103 is strongly recommended as background. Offered: fall semester of every second year.

RELIGION 307. (3)

AMERICAN RELIGIOUS THOUGHT. A study of major traditions and the work of creative individuals in the development of American religious thought, principally but not exclusively Christian, with particular attention to the interplay between theology and culture and to significant contemporary trends. Prerequisite: none. Offered: fall semester of odd-numbered years.

RELIGION 309. (3)

CHRISTIAN ETHICS. An exploration of Christian ethics emphasizing the role of Christian community and identity as fundamental to Christian ethical practice. An initial examination of the biblical, theological, and historical bases for Christian ethics in the first part of the course leads to focused discussions of specific contemporary moral and social issues in the latter part of the semester. Prerequisite: none, but Religion 101 or 103 is recommended. Offered: spring semester.

RELIGION 315. (3)

HISTORY OF CHRISTIAN THOUGHT I.

A study of important Christian thinkers and the historical currents in which they worked from New Testament times to the Reformation. Readings include the work of several early Church Fathers and Medieval mystics as well as singularly important figures such as Augustine and Thomas Aquinas, with a view toward exploring the diversity of Christian experience, practice, and theology in the first fifteen hundred years of the Christian era. Prerequisite: none.

RELIGION 316. (3)

HISTORY OF CHRISTIAN THOUGHT II.

A study of important Christian thinkers and the historical currents in which they worked from the Reformation to the present. Within the great diversity of this period, the course will focus upon the work of the Reformers (Luther, Calvin, the Anabaptists), the development of 18th and 19th century liberalism, and the subsequent reactions of thinkers such as Newman, Kierkegaard, Barth, and Balthasar. Prerequisite: none.

RELIGION 317. (3)

CONTEMPORARY CHRISTIAN THEOLOGY.

A study of selected topics in theology, with particular attention given to important recent developments and the writings of major contemporary Christian theologians or Biblical scholars. Prerequisite: Religion 101 or 102, or permission of the instructor.

RELIGION 475. (3)

SEMINAR IN CONTEMPORARY THEOLOGICAL ISSUES.

Intensive study of selected issues in the fields of contemporary and/or Biblical theology. Limited enrollment. Open to Junior and Senior majors (others with permission of the instructor). Prerequisite: Religion 102 or permission of the instructor. Offered: spring semester.

RHETORIC

Professors Arieti, Bagby, Brinkley, Deis, Frye, Martin, Saunders, Schiffer; Associate Professors Mueller, K. Weese; Adjunct Associate Professors Cabas, Rhoads, B. O'Grady, Robbins, Warfield-Brown; Assistant Professors Hardy, Woodard; Visiting Assistant Professors Cummings, Davis, Deal; Lecturers Jenkins, D. O. Marion, Miller, Pattison, Stephens

Director: Elizabeth J. Deis

RHETORIC 100. (3)

INTRODUCTION TO GRAMMAR AND COMPOSITION.

This course emphasizes basic sentence grammar—parts of speech, sentence types, sentence combining, and major errors in sentence construction—and the basic elements of composition—thesis development, paragraphing, and selection and organization of evidence. Students also develop vocabulary and reading skills. Prerequisite: consent of the Director of the Rhetoric Program.

RHETORIC 101-102. (3-3)

PRINCIPLES AND PRACTICE OF GOOD WRITING.

In this course students learn and practice the skills they need to write well. The course emphasizes reading, clear thinking, composing, revising, and editing, and in the process prepares students for other courses that demand careful reading, thinking, and writing. The course also provides a foundation of skills necessary to pass the Rhetoric Proficiency Examination.

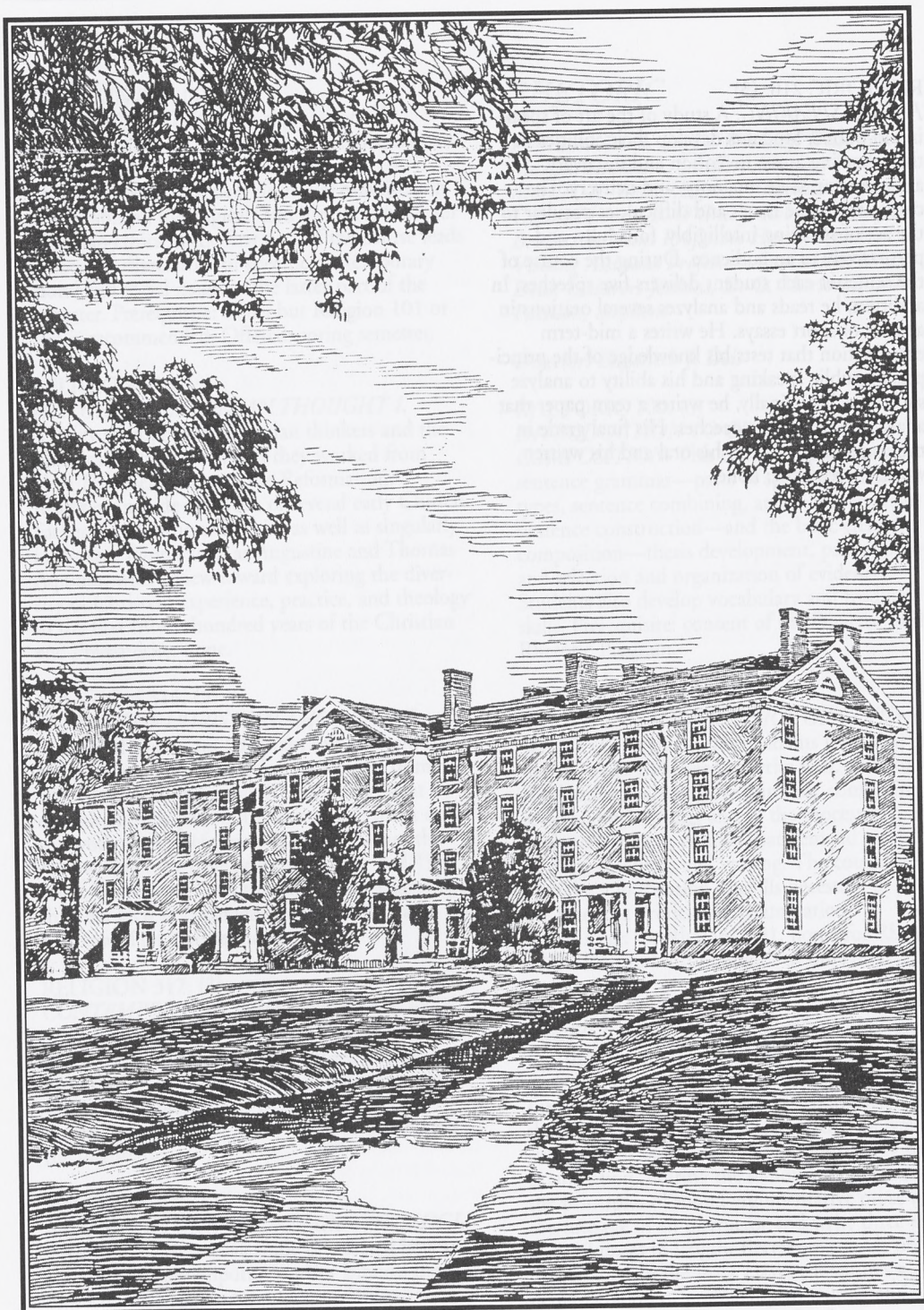
Prerequisite: for Rhetoric 101, none; for Rhetoric 102, Rhetoric 101 or consent of the Director.

RHETORIC 200. (0)

PROFICIENCY TUTORIAL. (No credit—equal to a three-hour course.) This is a tutorial course designed for those students who have not passed the timed Rhetoric Proficiency Examination after three attempts or have completed the equivalent of six semesters of enrollment without passing the examination. During the semester students review the principles of sound argumentative prose under the tutelage of an instructor and write three essays of 8-10 pages in length. Receiving a grade of Satisfactory on the three essays constitutes a demonstration of proficiency in writing and so satisfies the College's Rhetoric Proficiency Examination requirement.

RHETORIC 210. (3)

PUBLIC SPEAKING. A study of the art of speaking in public. Students develop their abilities in the following areas: invention and discovery, arrangement, style, memory, and delivery. The course treats the issues and difficulties peculiar to the act of speaking intelligibly, forcefully, and persuasively to an audience. During the course of the semester each student delivers five speeches. In addition, he reads and analyzes several orations in a series of short essays. He writes a mid-term examination that tests his knowledge of the principles of public speaking and his ability to analyze such speeches. Finally, he writes a term paper that analyzes a speech or speeches. His final grade in the course reflects both his oral and his written work. Prerequisite: none.



CUSHING HALL (1824-1833)

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Admissions

As the nation's tenth oldest college, and the oldest for men, Hampden-Sydney offers solid reasons for students to attend: a complete undergraduate research library, well-trained and caring faculty members, successful job and graduate-school placement, superior facilities, advanced technological capabilities, internship and study-abroad opportunities, a competitive athletic program, and many social and extracurricular activities. On its safe, spacious campus, Hampden-Sydney also provides unequalled encouragement for students to rise to any level they choose. The rigorous academic program, based in the classic liberal arts and protected by a strong Honor Code, emphasizes analytical and communications skills to prepare students for just about any career. At the College men become leaders.

Young men considering Hampden-Sydney will be sent publications about the College, including the student-written *Candidate's Guide*. All applicants for admission are sent a copy of this *Academic Catalogue*, the official publication of the College.

Decisions on admissions are made by the Admissions Committee of the Faculty and by the Admissions Office.

QUALIFICATIONS

Prospective students are expected to have mastered a solid, demanding college-preparatory program before entering Hampden-Sydney, including at least four units of English, two units of one foreign language, three units of mathematics, two units of natural science (one of which must be a laboratory course), and one unit of social science. In addition, a third unit of foreign language and a fourth unit of mathematics are recommended. The records of successful applicants often include examples of impressive school and community extracurricular contributions in addition to their academic preparation.

Hampden-Sydney requires its applicants to submit the results they have achieved on the SAT-I: Reasoning Test, given by the College Entrance

Examination Board, or the ACT, given by the American College Testing Program. The College also strongly recommends the submission of scores from three SAT-II: Subject Tests, two of which should be in Writing and Mathematics. The following examination dates are suggested for all candidates:

- Junior year: Preliminary SAT (PSAT/NMSQT) in October; SAT-I: Reasoning Test or ACT in March; SAT-II: Subject Tests in May. Students may choose to take these tests for practice, for Early Admission, for Early Decision, or for Regular Admission.
- Senior year: SAT-I: Reasoning Test in October or November, or ACT in October or December; SAT-II: Subject Tests in December or January. Applicants do not have to take these tests again if they are satisfied with the scores they previously attained.

For further information on these tests, candidates are encouraged to contact their secondary-school guidance department or write to College Entrance Examination Board, Princeton, New Jersey 08541 (the Board's code number for Hampden-Sydney College is 5291); or the American College Testing Program, Iowa City, Iowa 52243 (the ACT code number for Hampden-Sydney College is 4356).

APPLICATION CREDENTIALS

In order for an application to Hampden-Sydney College to be considered complete, it must contain an Application for Admission (together with a non-refundable \$30 application fee, which is waived if the student visits the campus), a transcript of high-school grades (and any previous college grades for transfer applicants), one teacher recommendation, and the results of the candidate's SAT-I or ACT test. Hampden-Sydney also accepts the Common Application in lieu of its own form and gives equal consideration to both. The College is also a participant in CollegeLink and Apply! computerized application forms. A student may also apply electronically at <http://www.hsc.edu>.

Candidates wishing to support their applications with additional personal recommendations may do so up to a recommended maximum of three. The Faculty Admissions Committee, while finding recommendations helpful in the selection process, is not necessarily impressed by sheer volume, which often makes objective evaluation more difficult.

CAMPUS INTERVIEWS

Candidates considering Hampden-Sydney College are strongly encouraged and, in some cases, may be required to visit the campus for a personal interview. Students conduct tours of the campus, and conferences with professors and/or coaches can be arranged. Requests for appointments should be directed to the Admissions Office at (800) 755-0733. The Office is located on the second floor of Graham Hall and is open year-round from 8:30 a.m. to 5 p.m., Monday through Friday, and on Saturday from 9 a.m. until noon by appointment during the academic year. A guide, with complete instructions for visitors, is forwarded prior to all appointments if sufficient notice is given.

ACCEPTANCE PLANS

Hampden-Sydney has three acceptance plans: Early Admission—the student enters the College after three years of high school; Early Decision—the College mails each candidate his acceptance or deferral notification on December 15 of his senior year; and Regular Admission—the College notifies candidates between March 1 and April 15.

Early Admission Plan

Hampden-Sydney recognizes that some students with records of superior academic achievement and promise may require fewer than the usual four years of secondary school to prepare for college. Under the Early Admission Plan, qualified candidates whose credentials are received by July 1 after their junior year will receive an acceptance or deferral no later than July 31. Availability of space could be a determinant in the College's willingness to consider Early Admission candidates.

Candidates applying under the Early Admission Plan must have earned a high school diploma or present official evidence in writing that a diploma will be forthcoming upon the satisfactory conclusion of the student's freshman year at Hampden-Sydney.

If Early Admission candidates elect to take the college admission tests, they must do so by May of their junior year. Although they must file their

applications by July 1, the final date for submission of transcripts, letters of recommendation, and scores is July 15. Candidates must visit Hampden-Sydney for an interview.

Applicants accepted under this plan must send their reservation deposits within three weeks after acceptance. This deposit is not refundable.

Early Decision Plan

The Early Decision Plan is reserved for freshman candidates whose first choice of college is Hampden-Sydney. The candidate may apply to other colleges, but have only his Hampden-Sydney application pending for Early Decision. In return for the benefit of having notification mailed on December 15 (two and a half months before the regular decision announcement period begins), the candidate agrees to enroll if accepted at Hampden-Sydney, provided his financial aid award is sufficient. The student will then withdraw all other applications and make no subsequent applications. The early decision candidate must file his application by November 15 of his senior year.

Under this plan, no student is denied admission; he will either be admitted or deferred. A deferred candidate will receive thorough, unbiased consideration under the regular admission procedure.

While the deadline for submission of an Early Decision Plan Application is November 15, candidates have until (but not beyond) December 1 to provide the College with required documentation. Applicants wishing to be considered for financial aid should submit the financial form PROFILE™ from the College Scholarship Service, supplied by the College, by November 15. (Exceptions to this deadline will be considered, but must be explained.) The College recognizes that final enrollment of an Early Decision Candidate may depend upon financial considerations. It should be noted that Hampden-Sydney has been able to provide a high percentage of indicated need for early decision entrants.

The early decision candidate must confirm his place in the class by submitting a non-refundable reservation deposit by January 15.

Regular Admission Plan

Candidates choosing the Regular Admission Plan should submit their applications to the College as early as possible in their senior year. Hampden-Sydney maintains an official application deadline of March 1. Applications received after that date will be considered only on a space-available basis.

SUMMARY OF ADMISSION PLAN REQUIREMENTS

<i>Nature of plan:</i>	<i>Early Admission (after three years of secondary school)</i>	<i>Early Decision (Hampden-Sydney is first choice)</i>	<i>Regular Admission</i>
<i>Application and fee due:</i>	<i>Postmarked on or before July 1 after junior year</i>	<i>Postmarked on or before November 15 of senior year</i>	<i>Postmarked on or before March 1 of senior year*</i>
<i>Other credentials due:</i>	<i>By July 15 after junior year</i>	<i>By December 1 of senior year</i>	<i>By March 15 of senior year</i>
<i>SAT:I or ACT tests taken:</i>	<i>Before May of junior year</i>	<i>In junior year</i>	<i>Before February of senior year</i>
<i>Notification of decision sent to applicant:</i>	<i>By July 31 after junior year</i>	<i>Mailed on December 15 of senior year</i>	<i>Between March 1 and April 15 of senior year</i>
<i>Reservation deposit due:</i>	<i>Within three weeks</i>	<i>January 15</i>	<i>May 1</i>

* Freshman candidates considering applying after March 1 should contact the Admissions Office to determine the availability of space.

Students are notified of the Faculty Admissions Committee's decision between March 1 and April 15. Accepted applicants are expected to confirm their places in the incoming class by May 1.

TRANSFER STUDENTS

Transfer Students may not enter as seniors, since they must complete at least four semesters of full-time study (or the equivalent) at Hampden-Sydney to satisfy degree requirements. They may enter, however, in either the fall or the spring semester of other years.

Besides the required high-school credentials, transfer students should provide official transcripts of all undergraduate studies already undertaken, along with a letter of recommendation from a dean or other appropriate official. While academic work completed at the college level is a more current indicator of a student's potential success at Hampden-Sydney, the Admissions Committee will also consider the high-school record and test scores. The personal interviews are strongly encouraged.

Qualified transfer students desiring to enter in the fall semester should apply by July 1. Those interested in second-semester admission should

apply by December 1.

Hampden-Sydney normally offers junior-year standing to students holding an A.A. degree in liberal arts subject matter from an accredited community or junior college. A 3.0 (B) or higher grade-point average is usually required for automatic junior-year standing. Up to, but not exceeding, 60 credit hours may be given for course work similar to that offered by Hampden-Sydney for students applying under this category.

A student from another institution must have earned a grade of "C" or better in all courses which he presents for transfer. Credit will normally be awarded only for those courses equivalent to courses offered at Hampden-Sydney College.

A transfer student must meet all of Hampden-Sydney's proficiency and distribution requirements, either as a result of his previous college work or after matriculation at Hampden-Sydney. The Registrar or a member of the Admissions staff will be happy to review a student's transcript and advise him concerning transfer credits and the College's requirements.

The College normally denies admission to a transfer applicant if he is ineligible to return to the

college from which he wishes to transfer, or if his previous college work fails to show promise of success at Hampden-Sydney.

Transfer students who expect to receive six

credit hours for composition courses taken elsewhere must take and pass the Rhetoric Proficiency Examination at the beginning of their first semester of residence.

ADVANCED PLACEMENT AND CREDIT BY DEPARTMENT

<i>AP TEST</i>	<i>Hours Credit</i>	<i>Places out of</i>	<i>Distribution or Proficiency</i>
American History	6	History 111-112	Social Science
Art History	6	Fine Arts 110-111	Humanities
Biology	8	Biology 101-102	2 Natural Science Units, with Lab
Calculus AB	4	Mathematics 141	1 Natural Science Unit
Calculus BC	8	Mathematics 141-142	2 Natural Science Units
Chemistry	8	Chemistry 110-120	2 Natural Science Units, with Lab
Computer Science A	3	Comp. Science 261	1 Natural Science Unit
Computer Science AB	6	Comp. Science 261-262	2 Natural Science Units
English Composition and Language	6	Rhetoric 101-102	Rhetoric
English Composition and Literature	6	No equivalent course	2 Humanities and Literature Units
European History	6	History 101-102	Humanities or Social Science
French Language	6	French 201-202	Language
French Literature	6	French 201-202	Language
German Language	6	German 201-202	Language
Government and Politics (Comparative)	3	Political Science 220	Social Science
Government and Politics (United States)	3	Political Science 101	Social Science
Latin (Vergil)	6	Latin 201-202	Language
Latin (Literature)	3	Latin 301	Language and Literature
Macroeconomics	3	No equivalent course	Social Science
Microeconomics	3	Economics 101	Social Science
Music Theory	6	Fine Arts 211-212	Fine Arts
Physics C (Mechanics)	4	Physics 131	1 Natural Science Unit, with Lab
Physics C (Electricity and Magnetism)	4	Physics 132	1 Natural Science Unit, with Lab
Psychology	3	Psychology 102	Social Science
Spanish Language	6	Spanish 201-202	Language
Spanish Literature	6	Spanish 201-202	Language

ADVANCED PLACEMENT

A student who achieves a score of four or five on an advanced placement examination of the College Board will receive up to eight hours of academic credit and exemption from corresponding proficiency and distribution requirements. Exemptions from requirements for the academic major will be determined by the appropriate department (see chart left). Granting of credit or placement for a score of three will be at the discretion of the department. A student who chooses to take a course for which he has been granted advanced placement will not receive additional credit.

FOREIGN STUDENTS

Hampden-Sydney is committed to the recruitment of foreign students. Special application forms are available from the Admissions Office for:

- non-U.S. citizens living abroad;
- non-resident aliens temporarily living in the United States;
- permanent residents of the United States (unless their last two years of education were completed in the U.S.);
- U.S. citizens with foreign diplomas or degrees.

Applicants seeking to begin studies in the fall semester should submit applications and supporting credentials by March 1. Those seeking admission for the spring semester should submit materials by December 1. All documents written in languages other than English must be accompanied by certified English translations. The Admissions Office will not process applications until all supporting documents have been received.

Students from abroad are eligible for admission if they have completed, with good grades, the academic (classical) secondary-school program offered in their country. All applicants who speak or write English as a second language are required to take the TOEFL (Test of English as a Foreign Language). Test results should be sent to Hampden-Sydney. Information concerning this test may be obtained by writing to TOEFL, Educational Testing Service, Princeton, N.J. 08540.

INTERNATIONAL BACCALAUREATE

A student who achieves a score of six or seven on an International Baccalaureate Examination will receive three to six hours of academic credit and/or exemption from the corresponding proficiency and distribution requirements. Granting of credit or placement for a score of five will be at the discretion of the appropriate department. A student who

chooses to take a course for which he has been granted international baccalaureate credit will not receive additional credit.

TRANSPORTATION TO THE CAMPUS

Prospective students arriving by mass transit in the three metropolitan centers serving Hampden-Sydney (Lynchburg, Richmond, and Charlottesville) can make arrangements through the Admissions Office for personalized transportation to the College. A student must call the Admissions Office (800) 755-0733, at least one week in advance of his visit, with information on where and when he will be arriving. The charge for each trip is \$35.00 (round trips would, therefore, be double). Payment to the driver takes place at the time of the trip.

MEDICAL INFORMATION

The College does not require medical information prior to admission; however, following his acceptance each student must complete a medical questionnaire and physical examination form. That form must be returned to the Student Health Service before matriculation.

FURTHER INFORMATION

Any questions concerning admission to the College should be directed to:

Office of Admissions
P.O. Box 667
Hampden-Sydney, VA 23943

(800) 755-0733 or (804) 223-6120.

FAX (804) 223-6346.

E-mail: hsapp@tiger.hsc.edu.

World Wide Web: www.hsc.edu



Expenses and Financial Aid

FIXED EXPENSES

Hampden-Sydney does not operate for profit, and expenses are maintained at a minimum consistent with efficiency and high standards. Actual student fees account for approximately 3/4 of the total cost of the student's education. The remainder is provided by income from endowment and by gifts from alumni, friends, and foundations.

Expenses and costs listed below are composed of certain fixed fees payable to the College, along with several variable expenses.*

1999-00	
Comprehensive Fees	\$16,048
Student Activities Fee	165
Room Rent - Double Occupancy:	
Ranging from	2,464
Room Rent - Single Occupancy:	
Ranging from	3,214
Board	3,434
Telecommunications Fee:	
(single room)	538
(double room)	318
(off campus)	152
Special Fees:	
Course Overload, per credit hour (over 19) ..	536
Part-Time and Special Students, per credit hour (fewer than 12)	536
Reissue of Student I. D.	10
Late Enrollment	50
Graduation Fee	150
Late Payment Fee	25
Parking Permit/Registration Fee	100
Study Abroad	
per semester	175
summer	125

* The College reserves the right to increase charges without prior notice.

EXPLANATION OF FEES

The Comprehensive Fee covers tuition, materials required in laboratory courses, medical care at the Student Health Service, excess accident and hospitalization insurance for intercollegiate sports participants, admission to athletic events held on

the campus (except NCAA Tournament events), student publications, and other activities. The fee does not cover breakage of College property or the purchase of expendable materials for laboratory courses.

The Student Activities Fee provides support to student activities and organizations. Funds are distributed to the Student Finance Board and College Activities Committee. This fee is charged 50% for each semester and is non-refundable.

Room Rent in College housing covers cost of occupancy and utilities. Each student is responsible to the College for the condition of his room and is expected to report any damage to College property to the Associate Dean of Students. He must pay the costs of repairs or replacement and, depending on the circumstances, may suffer disciplinary action.

Board. All students—except day students, those residing off campus, those residing in private homes on campus, and married students living with their spouses—are required to board in the Commons. If a student has a serious medical problem relating to diet, he may request that the College waive the boarding requirement. He must submit a specific diet recommended by his physician to the Dean of Students, who will consult with the food service manager. If the food service cannot reasonably meet the dietary requirements, the Dean of Students may waive the board requirement if the student can meet his dietary needs in an otherwise satisfactory manner.

The Telecommunications Fee provides state-of-the-art telephone, voice mail, cable television, FM radio, and data connections. This fee is charged 50% for each semester and is non-refundable.

Course Overload. Students who by special permission of the Executive Committee of the Faculty are taking more than 19 hours of course work in a given semester must pay an overload fee for credit hours above 19.

Part-Time (fewer than 12 hours) and **Special Students** (normally no more than 7 hours) pay a per-credit-hour fee for courses taken at the

College. See the descriptions in the Academic Program section. Fees are \$536 per credit hour for the first 11 hours. Students carrying at least 12 hours each semester are considered full-time.

The Late Enrollment Fee is assessed when a student fails to matriculate on the day scheduled. This fee may be excused by the Dean of Students if the reason for late matriculation is beyond the student's control. Students are required to call the Dean of Students' Office if they are unable to matriculate on the scheduled day.

The Graduation Fee is payable by January 1 of the senior year to cover the cost of the diploma and cap and gown for Commencement functions.

The Late Payment Fee is assessed if an account is not paid by the due date. (See below under Payment of Fees.)

Study Abroad. All students going abroad are assessed a fee for mandatory health insurance.

PAYMENT OF FEES

Fifty percent of all charges is payable by August 1; the balance (50%) is due by January 1. If an account is not paid by the due date, a late payment fee is assessed. The College regards the student's account as delinquent unless arrangements satisfactory to the Vice President for Business Affairs and Treasurer have previously been made. A student whose account is delinquent is not entitled to board, room, registration, admission to classes, or issuance of transcripts.

In unusual circumstances an extended deferment may be granted by the Vice President for Business Affairs and Treasurer. However, such deferment involves interest charges on the balance outstanding.

Checks should be made payable to Hampden-Sydney College and mailed to the Business Office, P.O. Box 127, Hampden-Sydney, VA 23943; (804) 223-6216.

RETURN OF FEES

Hampden-Sydney College complies with all federal regulations governing recipients of federal Title IV funds. Specific information regarding College refund policies is available in the Office of Financial Aid. Where federal regulations do not supersede, the following institutional policies apply:

For voluntary withdrawals before matriculation, written notice must be presented to the Vice President for Business Affairs and Treasurer by the

matriculation date. If written notice is received by the deadline, the comprehensive fee, room rent, and board paid by the student or for the student's account from private resources (not including grant or loan funds from federal, state, or College financial-aid programs) will be refunded, less the \$300 advance deposit required of all newly accepted students.

For voluntary withdrawals after matriculation, 80% of the comprehensive fee paid by the student or for the student's account from private resources (not including grant or loan funds from federal, state, or College financial-aid programs), less the \$300 advance deposit required of all newly accepted students, will be refunded to those who deliver written notification of their withdrawal to the Vice President for Business Affairs and Treasurer or the Dean of Students during the period between the date of matriculation up to and including the seventh calendar day after the first day of classes. During the period from the eighth calendar day after the first day of classes up to and including the twenty-eighth calendar day after the first day of classes, a refund of 40% of the comprehensive fee will be made. After that date no refunds of tuition and fees will be made except for medical reasons as noted below. The date of withdrawal shall be the date on which written notice is delivered to the Vice President for Business Affairs and Treasurer.

A pro-rata refund of unused board is allowed if withdrawal occurs prior to two weeks before the end of the semester.

After matriculation there is no refund of room rent, activities fee, or telecommunications fee. There is no refund of the comprehensive fee, room rent, or board for students who are suspended or expelled for disciplinary reasons.

For students whose withdrawal is certified as necessary by the College physician, a pro-rata refund of the comprehensive fee will be made until the middle of the semester.

SCHOLARSHIP PAYMENTS

Disbursements of institutional grants and loan funds and federal and state grants and loan funds are made in equal amounts each semester.

OBLIGATIONS OF GRADUATING SENIORS

A graduating senior who has any outstanding financial obligations to the College (unpaid fees, disciplinary or library fine, bookstore bill, lost

library book charge, etc.), or who has not attended his required Perkins, Stafford, Booker-Stebbins, or Teaching Loan exit interview with the Financial Aid and Business Offices, will not receive his diploma at Commencement. He will be allowed to march in the Commencement exercises and will receive a facsimile of a diploma, but the diploma will be held in the Business Office until all obligations have been met. Final semester grades and transcripts will also be held until obligations have been met.

Seniors will be reminded of this policy well in advance of Commencement. In addition, approximately two weeks before Commencement seniors with outstanding obligations will be sent a notice specifying any obligations to be met; preparation of the notice will be coordinated by the Business Office, in cooperation with other offices of the College.

It will be the responsibility of each senior to make sure that all obligations are met in a timely manner. The deadline for payment of financial obligations will be the close of business on the Friday preceding Commencement.

INSURANCE ON PERSONAL POSSESSIONS

College insurance does not cover losses of personal property (including motor vehicles) of students as a result of fire, theft, damage, etc. Therefore, parents, guardians, or students are urged to consider a floater on their insurance policy to cover such possessions.

HEALTH INSURANCE

All students are encouraged to have primary health insurance coverage. Students must check their present policy to ensure that they are covered currently and that coverage will continue concurrently with their attendance at Hampden-Sydney College. Students are responsible for all medical expenses except for those services received at the Student Health Service without charge.

Please note that no student may participate in any intercollegiate athletic program until valid and collectible primary health and accident insurance is verified. Proof of adequate insurance coverage must be provided by all students prior to participation on any intercollegiate team. This primary health and accident policy must remain in force during the entire period the student is participating in intercollegiate sports activities. Lapse of coverage will disallow participation in intercolle-

giate sports until the policy has been reinstated. Hampden-Sydney College does carry a supplemental, standard accident insurance policy for its intercollegiate athletes. However, please note that this supplemental accident policy is for accidents only, not illnesses or aggravated or other injuries which are not a direct result of an accident. For additional information concerning this coverage, contact the Head Athletic Trainer at (804) 223-6257. For the benefit of students who participate in approved intramural and club sports, the College provides Catastrophic Injury Insurance.

FINANCIAL AID

Hampden-Sydney College offers financial aid to students who can make the most of the education that the College offers. Academic achievement and promise, as well as financial need, are considered in the initial award of College funds. Similarly, financial aid for returning students is based upon both academic performance and demonstrated need.

Entering students who wish to be considered for financial aid should complete two applications--the PROFILE™ from the College Scholarship Service to apply for College grants and scholarships and the Free Application for Federal Student Aid (FAFSA) to apply for federal grants, loans, and work-study awards. March 1 is Hampden-Sydney's priority filing deadline for both the PROFILE™ and FAFSA for applicants under the Regular Admission plan. Applicants for admission under the Early Decision plan are urged to complete the PROFILE™ prior to November 15. Students may obtain applications from the Admissions Office.

Returning students are encouraged to apply for financial aid using the renewal PROFILE™ and the renewal FAFSA. These renewal applications are sent directly to any student who filed an aid application in the previous year. New aid applicants may obtain forms from the Financial Aid Office. April 1 is the priority deadline for returning students to file both the renewal PROFILE™ and renewal FAFSA. Annual applications are required.

Financial aid awards are reviewed at the end of each semester and may be withdrawn if a recipient's citizenship or academic work does not meet the standards of the College. Financial aid recipients must maintain minimum satisfactory academic progress, which is defined by Hampden-

Sydney College as earning a minimum of 12 hours per semester and achieving a 2.0 cumulative GPA by the completion of the fourth semester (or equivalent) of enrollment. Students who fail to maintain the required minimum standards lose eligibility for all federal programs, including federal student and parent loans, and College funds. Academic scholarships have additional eligibility requirements.

Detailed information regarding financial-aid policy is available from the Office of Financial Aid (804-223-6119).

ACADEMIC SCHOLARSHIPS

In addition to the need-based financial aid program, Hampden-Sydney offers several scholarships, awarded without regard to financial need, which recognize outstanding academic and extracurricular achievement. All applicants for admission to the College are automatically considered for Academic Scholarships. Additional information on Academic Scholarships is available from the Office of Admissions.

Merit Scholarships. Hampden-Sydney's Honors Council will consider applicants with exceptional academic, leadership, and personal qualifications for the College's prestigious Allan, Venable, and Patrick Henry Merit Scholarships. These awards provide scholarship stipends (\$15,500; \$11,500; and \$7,750, respectively, during 1999-2000) and are renewable annually, provided the Merit Scholar continues to meet the scholarship requirements. Moreover, Merit Scholars who submit a PROFILE™ application and demonstrate College-determined financial need in excess of their stipend will receive additional grants, including those from applicable federal and state resources, that meet 100% of their College-determined financial need. Eligibility for such additional need-based grants must be demonstrated annually by filing a PROFILE™ application before the College's priority deadline.

Merit Scholars participate in the College's Honors Program, which gives students unusual latitude for intellectual challenge and independent study, for broadening their perspective and contemplating their formal academic pursuits. Merit Scholars participate in special courses that enhance curricular breadth and in extracurricular activities, such as educational and cultural events in Richmond and other nearby communities. They may participate in symposia at other colleges in the region or in the annual conventions of the

Virginia Collegiate Honors Council. On campus they receive invitations to meals with visiting dignitaries and to special colloquia; they also may arrange symposia for participation by honors students at other colleges in the state.

Achievement Scholarships. The Admissions Committee will consider applicants with strong leadership and academic performance in a solid, college-preparatory curriculum for an Achievement Award. Each Achievement Scholar receives a stipend amount (\$3,000 during 1999-2000) in recognition of his academic and leadership accomplishments. These awards are renewable annually, provided the student continues to meet the scholarship requirements. Additional funding may be available if financial need, as determined by the College, exists. A PROFILE™ application must be filed annually by the College's priority deadline.

VIRGINIA TUITION ASSISTANCE PROGRAM

Virginia residents attending the College for the first time must also complete a separate application for the Virginia Tuition Assistance Grant (TAG) program. TAG, based on residency, not need, is available to *bona fide* residents of Virginia who attend an eligible private college or university in the Commonwealth. An application is mailed from the College's Admissions Office to each accepted Virginia freshman applicant upon receipt of the deposit confirming intent to enroll. Completed TAG applications must be returned to the Office of Financial Aid before July 31.

ROTC SCHOLARSHIPS

Scholarships are available for participants in ROTC. Army ROTC Scholarships are not related to family income and are awarded strictly on merit. If an applicant wins and accepts a scholarship, the student must become part of the ROTC program at Longwood College.

Tuition and educational fees are paid at a flat rate of up to \$16,000 per year for each year the scholarship is in effect. Additionally, the benefit package includes an annual allotment of \$450 for textbooks and classroom supplies.

A tax-free subsistence allowance of up to \$1500 per year is paid to each contracted cadet. This allowance is paid at the rate of \$150 per month for up to ten months per year.

For more information write the Department of Military Science at Longwood College, Farmville, VA 23909; phone 804-395-2134; or e-mail downen@longwood.lwc.edu.

ENDOWED SCHOLARSHIPS

Hampden-Sydney College recognizes the importance and the generosity of the contributions of alumni, parents, and friends to the general scholarship endowment. Each of the endowed scholarships listed below produces significant income which supplements the College's financial-aid program and is, therefore, individually designated.

THE COLONEL AND MRS. GEORGE E. ADAMSON SCHOLARSHIP was established in 1946 by Colonel Adamson of Washington, D.C.

THE DANIEL POPE ALLEN SCHOLARSHIP was established in 1988 by Dr. Mary Virginia Allen in memory of her brother, Daniel Pope Allen '25. The scholarship is used to assist worthy students with preference given to those planning to enter the Christian ministry.

THE EDWARD W., WILLIAM D., MARY A., AND SUSAN R. ALLEN SCHOLARSHIP was established in 1990 by a gift from Mr. W. Dudley Allen, Jr. '43, of Wilsons, Virginia, in memory of his family. Awards are based on financial need with preference given to residents of Dinwiddie or Amelia County, Virginia.

THE WILLIAM T. AND VIRGINIA R. ALLEN SCHOLARSHIP was established in 1985 by a gift from East Coast Oil Corporation of Richmond, Virginia, in honor of Mr. and Mrs. Allen. This scholarship is administered by the Honors Council as part of the College's Merit Awards. It is one of the endowments which fund the Madison Scholarships, named in honor of President James Madison, a Charter trustee of the College. These scholarships are reserved for exceptionally qualified students.

THE FRANCES PRICE ANDREWS SCHOLARSHIP was established in 1986 by Lester E. Andrews '36 in memory of his wife; and by their sons and daughters-in-law, Lester E. Andrews, Jr., and Diane Moss Andrews; and William D. Andrews and Kathryn Hargrove Andrews. Preference is given to students from Southside Virginia, primarily those from Prince Edward and the adjoining counties of Appomattox, Amelia, Buckingham, Charlotte, Cumberland, and Lunenburg.

THE GEORGE SLOAN ARNOLD SCHOLARSHIP was established in 1979 by George Sloan Arnold of Romney, West Virginia. The fund is in memory of Henry Bell Gilkeson and Robert William Gilkeson, the father and brother of Mr. Arnold's wife, Laura. Henry Bell Gilkeson was a member of the Hampden-Sydney class of 1873, and Robert William Gilkeson was a member of the class of 1907. The income from the fund is used to award scholarships to worthy students who demonstrate financial need and academic excellence. Preference is given to qualified students first from Hampshire County, West Virginia, and second from West Virginia.

THE PAUL TULANE AND ESTHER THOMAS ATKINSON SCHOLARSHIP was established in 1964 by the late Mr. Carlyle Gee '26 of Greensboro, North Carolina, as a memorial to Mr. Atkinson. Additional gifts by Mrs. Atkinson fully endowed this scholarship. The Atkinsons played large roles in the 20th-century life of Hampden-Sydney. Mr. Atkinson '07 was Treasurer from 1919 to 1957, and Mrs. Atkinson was the founder and curator (1968-1994) of the museum which is named in her honor.

THE DON PYLE BAGWELL, SR., SCHOLARSHIP was established in 1991 by the Bagwell family in memory of Mr. Don Pyle Bagwell, Sr. '35. Awards are based on financial need with preference given to residents of Halifax County, Virginia.

THE GEORGE F. BAKER SCHOLARSHIP was established in 1993 by gifts from the George F. Baker Trust of New York to help prepare liberal arts graduates for careers or advanced degrees in business. Preference is given to an upperclassman who has demonstrated academic excellence, leadership in campus activities, and financial need, as well as commitment to business as a career.

THE FRANK CLEVELAND AND LENA REEKES BEDINGER SCHOLARSHIP was established in 1977 by a gift from Frank C. Bedinger '05 of Boydton, Virginia, and supplemented by gifts from family members, Frank C. Bedinger, Jr. '37, and Dr. & Mrs. William C. Finch '29. The scholarship is awarded to pre-law students on the basis of superior academic achievement, outstanding leadership abilities, the promise of potential usefulness, and evidence of financial

need. Where no financial need exists, the award is \$750. The scholarship is administered by the Honors Council as part of the College's Merit Awards.

THE BELL ATLANTIC-VIRGINIA, INC., SCHOLARSHIP was established in 1992 by gifts from C&P Telephone Company of Virginia.

THE RAYMOND B. AND DOROTHY ROUSE BOTTOM SCHOLARSHIP was established in 1981 by Dorothy Rouse Bottom of Hampton, Virginia, in memory of her husband. This scholarship is awarded to students who demonstrate financial need with preference given to students from the Peninsula area of Virginia.

THE JAMES BAKER BOWERS MEMORIAL SCHOLARSHIP was established in 1991 from the estate of James B. Bowers, Jr. '26, in memory of his father, James Baker Bowers, President of Owens, Minor & Bodeker, Incorporated, and the following family members: his brother, George S. Bowers '31; his grandfather, Dr. George B. Steel; his two uncles, Dr. Charles L. Steel and Dr. Frank R. Steel; and his great-great-grandfather, Dr. John William Fletcher. The scholarship is awarded to students pursuing their studies in the life sciences.

THE LOUISE STEEL BOWERS MEMORIAL SCHOLARSHIP was established in 1991 from the estate of James B. Bowers, Jr. '26, in memory of his mother, Louise Steel Bowers. This scholarship is awarded to students who set outstanding examples of good citizenship and service.

THE ERNEST JACKSON BRIGHTWELL SCHOLARSHIP was established in 1981 by a bequest from Mr. Brightwell '37. Preference is given to graduates of Highland Springs High School, Henrico County, Virginia.

THE LEWIS O. BROWN MEMORIAL SCHOLARSHIP was established in 1973 by Mr. Brown's widow, Mrs. Mary Patsel Brown of Roanoke, Virginia. Roanoke students are given preference.

THE JOSIAH BUNTING III AND DIANA CUNNINGHAM BUNTING SCHOLARSHIP was established in 1986 by gifts from trustees, alumni, parents, and friends. The fund honors the Buntings and their accomplishments during Mr.

Bunting's presidency of the College from 1977 to 1987. This scholarship is administered by the Honors Council as part of the College's Merit Awards. It is one of the endowments which fund the Madison Scholarships, named in honor of President James Madison, a Charter trustee of the College. These scholarships are reserved for exceptionally qualified students.

THE TIM BUTLER MEMORIAL SCHOLARSHIP was established in 1997 by alumni, family members, and friends in memory of William T. Butler, Jr. '62, of Hampden-Sydney, to provide assistance to students with financial need. Preference is given to students who are involved in extra-curricular activities and who demonstrate the potential to develop as role models among their peers, a legacy exemplified by the life of Tim Butler.

THE CENTEL FOUNDATION SCHOLARSHIP was established in 1990 by the Centel Foundation of Chicago, Illinois, to recognize the contributions of Wilson B. Garnett, a native of Prince Edward County, to the Centel Corporation. Preference is given to students from Prince Edward County.

THE ALEXANDER BERKELEY CARRINGTON, JR., SCHOLARSHIP was established by a bequest from Mrs. A. B. (Ruth S.) Carrington, Jr., whose husband, class of 1915, was a trustee of the College 1929-1962. Award is made to worthy students.

THE WILLIAM CARROLL CHEWNING, JR., MEMORIAL SCHOLARSHIP was established in 1975 by Mr. and Mrs. William Carroll Chewning '41, in memory of their son, a member of the class of 1967, and by other family members and friends. Preference is given to students with financial need who show promise in the field of mathematics.

THE W. RANDOLPH CHITWOOD, SR. '41, M.D., SCHOLARSHIP was established in 1993 by Ruth Anne Chitwood in memory of her husband. Awards are based on financial need and preference is given to students from Southwest Virginia who are preparing to attend medical school.

THE AYLETT B. COLEMAN, SR., SCHOLARSHIP was established in 1991 by Mr. Aylett B. Coleman III of Roanoke, Virginia, in memory of his grandfather, Aylett B. Coleman, Sr., class of 1888. This scholarship is awarded to residents of Virginia who demonstrate financial need.

THE H. HAWES COLEMAN AND FRANCES FORD COLEMAN SCHOLARSHIP was established by Lt. Col. H. Hawes Coleman '25 in memory of his wife, Frances Ford Coleman. Preference is given to students from Virginia and from Louisville, Kentucky.

THE C. BARRIE COOK SCHOLARSHIP was established in 1988 by Dr. C. Barrie Cook '45 of Fairfax, Virginia. Recipients are selected on the basis of their need of financial assistance and the promise of future service and usefulness to their community, and not necessarily on the basis of academic excellence. Preference is given to those who are planning careers which will be beneficial to others and to society in general.

THE CRAIGIE INCORPORATED SCHOLARSHIP was established in 1985 by a gift of the Officers and Employees of Craigie Incorporated, Investment Bankers, Richmond, Virginia. The scholarship is awarded to a deserving student at the discretion of the College.

THE THOMAS EDWARD CRAWLEY SCHOLARSHIP was established in 1995 in memory of Thomas Edward Crawley, Hampden-Sydney Class of 1941, who served the College for five decades as student, teacher, scholar, administrator, and musician. The scholarship is awarded, based on need and merit, to students of superior academic achievement who show promise of developing the kind of well-rounded life that Professor Crawley lived in his love for scholarship, music, art, and gardening.

THE CROCKETT-FLANNAGAN-WEAVER SCHOLARSHIP was established in 1994 by gifts from trustees, alumni, and friends. The fund honors Hampden-Sydney Alumni Dr. Charles L. (Buck) Crockett '42, William H. (Ham) Flannagan, Sr. '40, and Dr. Edgar N. Weaver, Sr. '39, for their contributions to the medical profession. This scholarship is awarded to students with financial need. Preference is given to those students who have demonstrated an intent to pursue a career in a medically related field.

THE DANIEL FOUNDATION SCHOLARSHIP was established in 1988 by gifts from the Daniel Foundation of South Carolina to honor Leslie G. McCraw, then President and Chief Executive Officer of Daniel International Corporation.

THE EDMUND BAKER DAVENPORT SCHOLARSHIP was established in 1972 by Mrs. Claude R. Davenport, Mr. and Mrs. Claude R. Davenport, Jr., Mr. and Mrs. George L. Fosque, and Mr. and Mrs. Charles C. Chewning. The awards are made in the form of loans which need not be repaid if the student maintains an average of 2.0 or better.

THE HARRY B. DAVIS SCHOLARSHIP was established in 1988 by Miss Lucile B. Brown in memory of Harry B. Davis '14. Awards are based on financial need, and preference is given to students from the Tidewater area of Virginia.

THE JAMES W. AND PATRICIA H. DENNIS SCHOLARSHIP was established in 1990 by James W. and Patricia H. Dennis of Richmond, Virginia. Preference is given to a rising junior or senior who is preparing for further study in dentistry or psychology. Recipients must demonstrate financial need and above average academic achievement.

THE G. H. DENNY SCHOLARSHIP was established in 1994 by a bequest from Mrs. Margaret Denny McClung in memory of her father, Dr. George H. Denny '18.

THE W. BIRCH DOUGLASS III SCHOLARSHIP was established in 1985 by a gift from Mr. W. Birch Douglass III '65 of Richmond, Virginia.

THE JESSIE BALL DUPONT MEMORIAL SCHOLARSHIP was established in 1978 by a gift from the Jessie Ball duPont Fund of Jacksonville, Florida.

THE ANDREW H. EASLEY AND ANNE O. EASLEY SCHOLARSHIP was established in 1986 by the Andrew Horsley Easley and Anne Owen Easley Charitable Trust of Lynchburg, Virginia. This scholarship is designated for students from the Lynchburg area.

THE EDMONDSON FOUNDATION

SCHOLARSHIP was established in 1996. The Foundation was established by the late William P. Edmondson, who noted the need for financial aid to students. His efforts have been continued by his wife, Mrs. Frances T. Edmondson, and by his son, Dr. William P. Edmondson, Jr. '56. Preference is given to Virginia residents, and it is requested, but not required, that recipients at some future date repay grants to help perpetuate the scholarship.

THE H. H. AND R. C. EDMUNDS SCHOLARSHIP was established in 1989. Awards are restricted to those students who have financial need and reside in Halifax County, Virginia. Character, leadership, a strong religious background, and a desire to achieve academically are attributes that the scholarship committee considers in making an award. It is also the desire of the donor that the recipients of this scholarship give serious consideration to making a similar financial commitment to the College for scholarship support for future applicants from Halifax County. Should no one qualify for this scholarship in any given year, the award is reapplied to the scholarship endowment, thereby increasing the award for the next recipient.

THE JAY G. FERGUSON SCHOLARSHIP was established in 1992 by a gift from Mr. and Mrs. J. Gray Ferguson of Staunton, Virginia, in honor of their son, J. G. Ferguson '89. This scholarship is awarded to students with financial need who have shown industry but not necessarily proven academic skills that would entitle them to a scholarship based solely on academic excellence. Preference is given to residents of Staunton and Augusta County, Virginia.

THE FIRST VIRGINIA BANKS SCHOLARSHIP was established in 1990 by gifts from First Virginia Banks, Inc., and their local affiliate, First Virginia Bank-Colonial, in Farmville, Virginia, and supplemented by later gifts from both. The award is given to students from areas served by First Virginia.

THE S. DOUGLAS FLEET SCHOLARSHIP was established in 1983 by S. Douglas Fleet. The scholarship is awarded to students in financial need to provide the difference between an award made by the College and the student's full need.

THE JOHN BENJAMIN FLIPPEN SCHOLARSHIP was established in 1980 by a bequest of Sue Gray Cooper and her husband, Ransome Cooper, Jr., in memory of her father, John Benjamin Flippen, class of 1871, of Cumberland, Virginia.

THE STOKLEY FULTON SCHOLARSHIP was established in 1985 in memory of John Stokeley Fulton '55, a coach for three decades at Hampden-Sydney College.

THE WILLIAM LUCKE GARLICK MEMORIAL SCHOLARSHIP was established in 1975 by Dr. R. Cecil Garlick, Jr. '23, of Charlottesville, Virginia, in honor of his late brother, who attended Hampden-Sydney in 1920-21. The fund is used to aid students to study in foreign countries.

THE RICHARD McEWEN GERMAN, JR. '40, AND MARJORIE WOLFE GERMAN SCHOLARSHIP was established in 1995 by Dr. and Mrs. Richard M. German, Jr. This scholarship is awarded to students who demonstrate financial need.

THE THOMAS EDWARD GILMER SCHOLARSHIP was established in 1990 by Russell E. '38 and Thelma T. Fox as a memorial to Dr. Thomas E. Gilmer '23. Dr. Gilmer was professor of mathematics and physics at Hampden-Sydney from 1927 to 1971 and president of the College from 1960 to 1963. Preference is given to students who elect to major in physics or, alternatively, any field of science offered as a major.

THE ALFRED P. GODDIN SCHOLARSHIP was established in 1994 by Mr. C. Hobson Goddin '45 in memory of his father, Alfred P. Goddin '10. This scholarship is awarded to students who demonstrate financial need.

THE IRENE W. GOODE AND JOSHUA W. CHAPMAN '96 SCHOLARSHIP was established in 1997 by Mr. and Mrs. James H. Chapman III of Salem, Virginia, in memory of his mother, Irene W. Goode, and in honor of his son, Joshua W. Chapman '96. Preference is given to students from the state of Virginia who are active members of a Hampden-Sydney social fraternity.

THE SCOTT C. GOODMAN '82 SCHOLARSHIP was established in 1986 by Scott C. Goodman and his grandmother, Mrs. Helen S. Lanier, who passed away in 1997. The scholarship is awarded to a student who has demonstrated those qualities of leadership, achievement, organization, assertiveness, and affability which so well suit a young man for success in life. Preference is given to students from Georgia.

THE HORACE A. GRAY FAMILY SCHOLARSHIP was established in 1978 by a bequest of Pearl F. Gray of Richmond, Virginia.

THE RANDOLPH BRYAN GRINNAN SCHOLARSHIP was established in 1988 by Dr. and Mrs. Randolph Bryan Grinnan, Jr.; their sons, R. Bryan Grinnan III '57 and Dr. George L. B. Grinnan '57, all of Norfolk; and Dr. Richardson Grinnan of Richmond, Virginia. It was given in memory of their father and grandfather, the Reverend Dr. Randolph Bryan Grinnan, class of 1879, one of the first Presbyterian missionaries to Japan. This fund aids students who demonstrate financial need, with preference given to children of the clergy.

THE CHARLES CALLAWAY GUTHRIE SCHOLARSHIP was established in 1968 by Mr. and Mrs. J. Dennett Guthrie in honor of Mr. Guthrie's father. The scholarship has been supplemented by gifts from Mr. Charles R. Guthrie '19, also a son of Charles Callaway Guthrie.

THE THOMAS O. GWALTNEY III SCHOLARSHIP was established in 1992 by a gift from Mr. Thomas O. Gwaltney III '43 of Virginia Beach, Virginia. This scholarship is awarded to students who demonstrate financial need.

THE FRED H. HANBURY, JR., SCHOLARSHIP was established in 1988 by Athena B. Hanbury of Farmville, Virginia, in memory of her husband, Fred H. Hanbury, Jr. '34. Preference is given to students from Prince Edward and the seven contiguous counties.

THE J. HARRISON '38 AND MARY DAVIDSON HANCOCK SCHOLARSHIP was established by Mr. and Mrs. Hancock in 1996. Awards are made to students demonstrating financial need who maintain a satisfactory academic performance.

THE HARDIN SCHOLARSHIP was established by gifts from Mr. and Mrs. Eugene B. Hardin, Jr., of Raleigh, North Carolina. This fund aids students from North Carolina and Virginia who demonstrate financial need.

THE HARDY-GIVEN MEMORIAL SCHOLARSHIP was established in 1997 by Dr. Fred T. Given, Jr. '49 and his wife, Jane Ozlin Given, of Norfolk, Virginia, in memory of his parents. The Scholarship is awarded to students in good academic standing, deserving of financial assistance. Preference is given to students from Mecklenburg County or from the Virginia Tidewater region.

THE A. EPES HARRIS, JR., SCHOLARSHIP was established in 1992 by gifts from family members, alumni, friends, and colleagues in memory of Dr. A. Epes Harris, Jr. '46. Well known in the medical profession as "the father of Virginia family practice," Dr. Harris founded the Blackstone Family Practice, which provides a uniquely successful resident training facility for family practice physicians. It also serves as the rural branch of the Medical College of Virginia's family-practice department. The scholarship is awarded to students pursuing a career in medicine who supplement their pre-medical studies with a solid background in the liberal arts. Preference is given to residents of the Southside area of Virginia.

THE H. HITER HARRIS SCHOLARSHIP FOR EXCELLENCE IN MATHEMATICS OR ECONOMICS was given in 1988 by H. Hiter Harris, Jr., Trustee, and H. Hiter Harris III '83. This scholarship is awarded annually to a rising sophomore, junior, or senior who has demonstrated academic excellence in mathematics or economics, exhibited qualities of strong personal character and integrity, and displayed outstanding leadership in campus activities, including athletics. Although the scholarship is not limited to this group, preference is given to a mathematics or economics major who is a member of the varsity football team or another varsity team. A grade-point average of 3.0 must be maintained to extend the scholarship for the following year. Financial need is considered but is not a criterion in the awarding of this scholarship.

THE HARRISON INTERNATIONAL SCHOLARSHIP was established in 1988 by the Francena T. Harrison Foundation Trust in memory of Robert C. and Francena T. Harrison. This scholarship offers aid to students for study in England in partial fulfillment of degree requirements.

THE ANNA CARRINGTON HARRISON LEADERSHIP SCHOLARSHIP was established as a memorial to his mother by Mr. Fred N. Harrison of Richmond, Virginia, long-time member of the College Board of Trustees, and continued by his family.

THE HATTEN SCHOLARSHIP was established in 1994 by a gift from Robert R. Hatten '69 in honor of his parents, Dr. John Q. Hatten '44 and Mary Lou Hatten. This scholarship is awarded to outstanding students with demonstrated financial need, and preference is given to those students who are members of religious or ethnic minorities.

THE WILLIAM R. HILL, JR., MEMORIAL SCHOLARSHIP was established in 1992 by gifts from the Hill family in memory of William R. Hill, Jr. '36, and was supplemented by gifts from trustees, alumni, parents, and friends. A loyal and dedicated alumnus, Mr. Hill served the College as a trustee from 1977 to 1988. The scholarship is awarded on the basis of financial need.

THE ROSELYN C. HINES MEMORIAL SCHOLARSHIP was established in 1990 by Ralph P. Hines of Farmville, Virginia. It is awarded to those students who have demonstrated academic superiority in their secondary-school careers, as well as outstanding qualities of citizenship and leadership in the community. Recipients may hold this scholarship for the full four years of their college careers, subject to annual review. Preference is given to students from Prince Edward County and the seven contiguous counties.

THE HOWARD WESLEY HITE MEMORIAL SCHOLARSHIP was established by a bequest from Mr. Hite, a native of Halifax County, Virginia. The scholarship is awarded to students who demonstrate financial need.

THE WARREN W. HOBBIE SCHOLARSHIPS were established in 1959 and later supplemented by gifts from Mr. Warren W. Hobbie of Roanoke, Virginia, a former member of the Board of Trustees.

THE WARREN W. HOBBIE SCHOLARSHIPS IN BUSINESS ETHICS were established by the Warren W. Hobbie Charitable Trust of Roanoke. Two-year merit scholarships are awarded to selected juniors planning to enter business or related service professions.

THE GLADYSE J. HOLLAND SCHOLARSHIP was established in 1990 in her honor by her sons, Mr. Richard J. Holland, Dr. Clarence A. Holland '52, and Dr. William E. Holland. Awards are made to students who demonstrate financial need.

THE ABNER CRUMP HOPKINS SCHOLARSHIP was established in 1992 in memory of three generations of Abner Crump Hopkinses, all of whom received both undergraduate and honorary degrees at Hampden-Sydney. Abner Crump Hopkins was class of 1855, D.D., 1883; Abner Crump Hopkins, Jr., was class of 1888, D.D., 1925; and Abner Crump Hopkins, Jr., was class of 1930, LL.D., 1975. This scholarship is awarded to students who demonstrate financial need.

THE ANNA BLACK AND C. RANDOLPH HUDGINS, JR. '46, SCHOLARSHIP was established in 1991 by gifts from Mr. and Mrs. C. Randolph Hudgins, Jr. '46, of Norfolk, Virginia. This scholarship is awarded to students who demonstrate financial need. Preference is given to residents of Norfolk, Virginia Beach, or Portsmouth, Virginia, who have demonstrated talents for creative activities or entrepreneurial efforts and who have participated in the worship and work of either the Presbyterian or Episcopal church in their community.

THE EDWIN E. HUNDLEY SCHOLARSHIP was established in 1992 by a bequest from Elizabeth E. Hundley in memory of Edwin Elisha Hundley 1878. The award is given to a student who demonstrates financial need.

THE EUGENE C. HURT, JR., AND ANNIE R. HURT SCHOLARSHIP was established in 1966 through a bequest under the will of Mr. E. C. Hurt of Chatham, Virginia. Preference is given to students from Halifax and Pittsylvania Counties.

THE HENRY Y. INGRAM SCHOLARSHIP was established in 1992 by a bequest from Hazel Danne Lancaster Ingram in memory of her husband, a member of the graduating class of 1919. The scholarship is for students who have

successfully completed their freshman year and is based on financial need.

THE THOMAS WYNDHAM JAMISON MEMORIAL SCHOLARSHIP was established in 1990 by Mr. George B. Cartledge, Jr. '63, Mr. George B. Cartledge, Sr., Mr. Charles I. Lunsford II '64, and Mr. Robert H. Bennett, Jr., of Roanoke, Virginia, in memory of their classmate and friend, Mr. Thomas Wyndham Jamison '62. Awards are based on financial need with preference given to residents of Roanoke, Virginia.

THE J. MONROE JOHNS SCHOLARSHIP was established in 1988 by J. Monroe Johns of Farmville, Virginia. The scholarship is awarded to students who demonstrate evidence of financial need. Preference is given to residents of Prince Edward and the seven contiguous counties.

THE ALBERT SIDNEY AND VIRGINIA PARLETT JOHNSON MEMORIAL SCHOLARSHIP was established in 1966 by a gift from Mr. Robert D. Johnson '36. The award is given to a deserving upperclassman who demonstrates financial need.

THE JOHNSON & HIGGINS, INC., SCHOLARSHIP was established in 1988 by Johnson & Higgins of Virginia, Inc., in Richmond.

THE EVA Y. JONES SCHOLARSHIP was established in 1958 by the Second Presbyterian Church of Roanoke, Virginia, to be awarded to a student studying for the ministry. Preference is given to a member of the Presbyterian faith.

THE SAMUEL S. JONES PHI BETA KAPPA SCHOLARSHIP IN THE NATURAL SCIENCES was established in 1984 by Samuel S. Jones '43 to assist gifted students in the natural sciences.

THE JOHN G. KIEFER SCHOLARSHIP was established in 1989 by the Kiefer families of Maryland. The scholarship is awarded to students majoring in a non-scientific field with preference given to residents of the state of Maryland.

THE ROBERT WATKINS KING SCHOLARSHIP was established by gifts from Robert W. King, Jr. '52, in memory of his father, a member of the class of 1918.

THE LAWSON-JOHNSTON SCHOLARSHIP was established in 1993 by Robert W. Lawson, Jr. '30, of Charleston, West Virginia, in memory of his father, Robert W. Lawson; his mother, Mary Easley Craddock Lawson Johnston; and his stepfather, Lewis D. Johnston. The scholarship is awarded to students in good academic standing, deserving of financial assistance.

THE HAROLD G. LEGGETT SCHOLARSHIP was established in 1983 by Hallie Leggett Townsend of Durham, North Carolina, in honor of her brother and supplemented by gifts from other family members.

THE LEHEW SCHOLARSHIP was established by the families of Dr. Willette L. LeHew '57 of Norfolk and Dr. Richard A. LeHew '59 of Richmond in honor of their father, Dr. Allen Edwin LeHew, and in memory of family members: Rowena Radcliffe LeHew, their mother, and Myrene Putnam LeHew, Dr. Willette L. LeHew's wife. Preference is given to students from Alleghany County, Virginia.

THE FREDERICK BRUCE LEYS '43 MEMORIAL SCHOLARSHIP was established in 1997 by a bequest of Frederick Bruce Leys '43 of Petersburg, Virginia. The scholarship will provide financial assistance to students who demonstrate need.

THE JAMES F. LIPSCOMB '66 SCHOLARSHIP was established in 1997 by Mr. Lipscomb of Richmond, Virginia, to provide assistance based on financial need. Preference will be given to students from Henrico or Hanover County who participate broadly in campus extracurricular activities.

THE HERBERT G. AND REVA T. LONAS SCHOLARSHIP was established in 1985 by a gift from East Coast Oil Corporation of Richmond, Virginia, in honor of Mr. & Mrs. Lonas. This scholarship is administered by the Honors Council as part of the College's Merit Awards. It is one of the endowments which fund the Madison Scholarships, named in honor of President James Madison, a Charter trustee of the College. These scholarships are reserved for exceptionally qualified students.

THE LOWE-DRAPER SCHOLARSHIP was established in 1990 by Dr. Richard H. Lowe, Jr. '40, and Mr. W. Lynwood Draper. Awards are based on financial need with preference given first to residents of Roanoke City or Roanoke County, Virginia, then to any Virginia resident with need. Although it is not a requirement, recipients are requested to contribute to the Lowe-Draper Scholarship after graduation as their circumstances permit so that the scholarship endowment will continue to grow for the benefit of future generations of students.

THE WILLIAM WEBSTER LUCADO MEMORIAL SCHOLARSHIP was established in 1991 by a gift from Corneille Lucado, his wife. Mr. William W. Lucado '50 was a dedicated alumnus and a member of the Board of Trustees from 1988 to 1991. This scholarship is awarded to students who demonstrate financial need. Preference is given to those who actively participate in campus extracurricular activities.

THE GRANGER AND ANNE MACFARLANE SCHOLARSHIP was established in 1986 by John G. III '76 and Dudley W. Macfarlane and named in honor of his parents. This fund is administered by the Honors Council as part of the College's Merit Awards. It is awarded to entering freshmen from Virginia on the basis of outstanding leadership characteristics demonstrated in their secondary-school careers and superior academic achievement. Preference is given to students from Roanoke and contiguous counties.

THE JAMES J. MARSHALL, JR., SCHOLARSHIP was established by gifts from Mr. J. J. Marshall, Jr. '34, of New York City. The scholarship is administered by the Honors Council as part of the College's Merit Awards.

THE SAMUEL McDOWELL MARTIN AND VIRGINIA K. MARTIN MEMORIAL SCHOLARSHIP was established in 1982 by a bequest from Mrs. Martin. Preference is given to students who intend to enter the medical profession or the ministry.

THE JAMES BUCKNER MASSEY SCHOLARSHIP was established as an annual scholarship in 1957 by Dr. Frank M. Ryburn '45 of Lubbock, Texas. Additional gifts from Mr. and Mrs. Joseph T. Trotter '35 of Harrisonburg, Virginia, and other family members have fully endowed this fund in

memory of Dr. James Buckner Massey, professor of Bible from 1919 to 1952. The recipient must demonstrate financial need.

THE PHILIP W. MCKINNEY SCHOLARSHIP was established in 1964 by a bequest from the estate of Frankie McKinney Van Winkle in honor of her father, Governor Philip W. McKinney, class of 1851.

THE H. W. McLAUGHLIN SCHOLARSHIP was established in 1999 by the grandchildren of Dr. Henry W. McLaughlin, class of 1873, and Nelle Brown McLaughlin to honor the pioneering courage, humanitarian spirit, and love of learning which they both exemplified while ministering to rural mountain congregations in Virginia and West Virginia. Dr. McLaughlin's career as an innovative agriculturist, banker, and national leader of rural development for the Presbyterian Church personified the intellectual diversity Hampden-Sydney promotes. The scholarship is intended to assist students with financial need and superior academic achievement to achieve a diverse educational experience.

THE McVEY MEMORIAL SCHOLARSHIP was established in 1986 by gifts from George Jennings McVey '61 and Henry Hanna McVey III '57 and supplemented by a bequest from the estate of Eva Jennings McVey. The fund is in memory of the donors' father and husband, Henry Hanna McVey, Jr. '12. Scholarships are awarded to student-athletes who demonstrate financial need.

THE EDMONIA CARRINGTON METCALF INTERNATIONAL SCHOLARSHIP was established in 1990 by a bequest from her estate. This scholarship is awarded, based on need, to rising juniors and seniors who wish to study abroad for one or two semesters in the field of their major.

THE DR. RICHARD A. MICHAUX SCHOLARSHIP was established in 1991 by a gift from Dr. Richard A. '34 and Julia Gray Michaux of Richmond, Virginia. Students who wish to qualify for this award must demonstrate a minimum financial need of 30% of full costs, including tuition, fees, and room and board. Preference is given to students preparing for graduate study in medicine. Recipients must maintain a sufficient grade-point average, as determined by the Director of Financial Aid, that will enable them to be accepted into a medical school.

THE BEN AND MAYO MOOMAW SCHOLARSHIP was established by the gifts of Mr. and Mrs. Benjamin Franklin Moomaw of Lynchburg, Virginia. The scholarship is administered by the Honors Council as part of the College's Merit Awards.

THE FRED MAY MORTON AND MARY MORTON PLATT SCHOLARSHIP was established in 1963 by a gift from Mary Morton Platt of Baltimore, Maryland, in memory of her brother. The fund has been supplemented by gifts from the Theodore H. Barth Foundation.

THE HEBER JONES MORTON SCHOLARSHIP was established in 1984 by a bequest from the estate of Mary Womack Morton in memory of her husband, Dr. Heber Jones Morton '05. The scholarship is designated for the assistance of pre-medical students.

THE HARRY HAVENER MUNROE SCHOLARSHIP was established by a bequest from Elizabeth Munroe Jones of Laurinburg, North Carolina, in memory of her father, Harry Havener Munroe '01, D.D. '26. Preference is given to students of high scholastic standing.

THE JOSEPH LEE AND MARGARET EAST NELSON MEMORIAL SCHOLARSHIP was established in 1976 by Mrs. Nelson to provide scholarships for students of superior academic ability who are in need of financial assistance. Preference in selecting recipients for scholarships is afforded Virginia students of the Christian faith who have formed a present intention to seek full-time Christian service as ordained ministers or missionaries, or, in the alternative, preference is afforded students who have formed a desire to enter the teaching profession.

THE MAURICE NOTTINGHAM, JR., SCHOLARSHIP was established in 1988 by gifts from Dr. and Mrs. Maurice Nottingham, Jr. '56, and their sons, James M. Nottingham '83 and Robert R. Nottingham '85 of Richmond, Virginia. This scholarship is awarded to students who demonstrate financial need. Preference is given to pre-medical students from the Eastern Shore of Virginia.

THE WALLACE C. NUNLEY SCHOLARSHIP was established by Dr. Wallace C. Nunley '44 of Clifton Forge, Virginia, and Dr. Wallace C. Nunley, Jr. '69.

THE THEODORE G. OFFTERDINGER, JR., AND VIRGINIA C. WILLIAMSON SCHOLARSHIP was established in 1981 through gifts from Mr. and Mrs. Theodore G. Offterdinger, Sr. '41, and friends in memory of Theodore G. Offterdinger, Jr. '74, and Virginia C. Williamson. Preference is given to students who have demonstrated academic excellence and outstanding leadership characteristics in their secondary-school careers. The scholarship is administered by the Honors Council as a part of the College's Merit Awards.

THE HINTON BAXTER AND EMMA RESSLER OVERCASH MEMORIAL SCHOLARSHIP was established in 1996 by Miss Dorothy Overcash of Winchester, Virginia, in memory of her parents. Awards are made to students in good academic standing, deserving of financial assistance, with preference given to students who demonstrate diligence and integrity.

THE RICHARD C. PARKER SCHOLARSHIP was established in 1980 by Mr. and Mrs. William A. Parker, Jr., and their son, Richard C. Parker '81. The scholarship carries a minimum stipend of \$750 and is awarded each year to a freshman who has demonstrated those qualities of leadership, organization, assertiveness, and affability which so well suit a young man for a business career. Preference is given to students from Georgia.

THE TRUMAN ALFRED PARKER SCHOLARSHIPS were established by a bequest from Judith H. M. Parker of La Jolla, California. Students in the pre-medical program are given preference.

THE WILLIAM C. PEAKE '51 SCHOLARSHIP was established in 1995 by Ferguson Enterprises in honor of Mr. Peake's long and accomplished career with the Company. First employed by Ferguson in 1955, Mr. Peake became its Executive Vice President in 1989. The endowment was funded by Ferguson Enterprises and Wolseley plc, and by Mr. Peake's friends, business associates, and family members. The scholarship is administered by the Honors Council as part of the College's Merit Awards.

THE PHILIP MORRIS SCHOLARSHIP was established in 1982 in memory of Benjamin A. Soyars '40 for his long and dedicated service to the Philip Morris Company and the College. Each year four students are chosen as Philip Morris Scholars.

THE JACK H. POWELL SCHOLARSHIP

was established in 1993 by Dr. Jack H. Powell, Jr., and Dr. J. H. Powell III '73. This scholarship is awarded to students who demonstrate financial need and who uphold the ideals of Hampden-Sydney College. Preference is given to students from Newnan, Georgia, and surrounding Coweta County.

THE WILLIAM T. PUGH MEMORIAL SCHOLARSHIP

was established in 1968 by Mr. and Mrs. John Tucker Percy of Lynchburg, Virginia, in memory of Dr. Pugh '23, a former member of the Board of Trustees. Additional gifts to this fund were made by Central Fidelity Bank of Lynchburg, family members, and friends.

THE READ-LANCASTER MEMORIAL SCHOLARSHIP

was established through gifts from Mrs. Edmonia C. L. Metcalf of Charlottesville, Virginia, in memory of her mother, Mrs. Agnes Elizabeth Read Lancaster, and her uncles, Mr. Abram Carrington Read, class of 1883, and Mr. Isaac Mayo Read, class of 1887. In addition to recognizing her immediate family, Mrs. Metcalf specified the scholarship as a memorial to the Reads of "Greenfield," Charlotte County, Virginia.

THE RICHARD S. REYNOLDS SCHOLARSHIP

was established in 1989 by the Richard S. Reynolds Foundation of Richmond, Virginia. This scholarship honors the founder of Reynolds Metals Company for his pioneer leadership and philanthropic generosity.

THE TINA RICHARDSON SCHOLARSHIP

was established in 1975 by Mrs. A. B. Richardson of Roanoke, Virginia.

THE CLARENCE B. ROBERTSON MEMORIAL SCHOLARSHIP

was established in 1969 by a bequest from Mr. Robertson '15, a former member of the Board of Trustees.

THE PHILIP H. ROPP MEMORIAL SCHOLARSHIP

was established by a bequest from Dr. Ropp '30, Hurt Professor of English at Hampden-Sydney.

THE SCOTT & STRINGFELLOW INVESTMENT CORP. SCHOLARSHIP was established in 1991 by Scott & Stringfellow Investment Corp., Richmond, Virginia. Preference is given to students who express interest in teaching careers.

THE SHUMADINE SCHOLARSHIP was established in 1992 by gifts from Hampden-Sydney College Trustee and Alumnus William F. Shumadine, Jr. '66, of Richmond in memory of his father, Dr. William F. Shumadine. Income from the fund is used in support of students in good academic standing, deserving of financial assistance.

THE FRANK J. AND MARY ALICE SIMES SCHOLARSHIP was established in 1994 by Dr. Frank J. and Mrs. Mary Alice Simes. Dr. Simes is a former academic dean and professor of the College. Awards are based on demonstrated financial need. Preference is given to students who display leadership qualities.

THE REGINALD GILBERT SMITH SCHOLARSHIP was established in 1986 by gifts from alumni, parents, and friends who wished to honor Mr. Smith, a long-time employee of the College. The fund is to aid minority students with preference given to graduates of Prince Edward County High School.

THE RICHARD OWEN "RICK" SNYDER '74 MEMORIAL SCHOLARSHIP was established in 1997 by Mr. and Mrs. Owen A. Snyder of Richmond, Virginia, in memory of their son. The scholarship is awarded to students in good academic standing, deserving of financial assistance.

THE S. BRUCE AND GLADYS CURTIS SPENCER SCHOLARSHIP was established in 1986 by Mr. and Mrs. S. Bruce Spencer '37 of Farmville, Virginia, to provide assistance based on financial need to those participating broadly in campus extracurricular activities. The scholarship is awarded to North Carolina and Virginia students with preference to residents of Buckingham, Cumberland, and Prince Edward Counties of Virginia.

THE STAMPS SCHOLARSHIP was established in 1936 by a gift from Mrs. F. S. Royster of Norfolk, Virginia, in memory of her father, Dr. William L. Stamps, and of her brothers, Mr. Edward R. Stamps, class of 1867, and Dr. Thomas Stamps, class of 1868.

THE C. V. STARR SCHOLARSHIP was established by the Starr Foundation of New York. Recipients of the Starr Scholarship are selected on the basis of superior intellectual achievement and outstanding leadership characteristics, as well as financial need.

THE HERBERT R. STOKES SCHOLARSHIP was established in 1989 by a gift from Mr. Herbert R. Stokes '40 of Farmville, Virginia, in memory of his grandfather, Colin Stokes, class of 1865, his father, Herbert T. Stokes, class of 1897, and his uncle, H. Straughan Stokes, class of 1900. Preference is given to residents of Prince Edward and the seven contiguous counties.

THE GEORGE ELLIS SUMMERS SCHOLARSHIP, honoring Ellis Summers, a graduate of the class of 1997, was established in 1998 by his father, George Ellis Summers, and augmented by a gift from Charles Hill Jones, Jr., a Trustee of the College. This scholarship is awarded with preference given to a well-rounded student who is involved in extracurricular activities. Preference is also given to residents of Long Island, New York; the counties of Morris, Bergen, Essex and Middlesex in New Jersey; Fairfield in Connecticut; Montgomery and Delaware in Pennsylvania; and Palm Beach and Broward in Florida.

THE EVELYN FITTS THOMAS SCHOLARSHIP was established in 1990 by a bequest from her estate. This scholarship is awarded to those students in the top third of their class who are pursuing a course of study in either the pre-medical, pre-nursing, or health-care field. Preference is given to residents of Henry or Patrick County or the City of Martinsville, Virginia.

THE MR. AND MRS. GEORGE C. THOMAS, JR., SCHOLARSHIP was established in 1953 and supplemented in 1973 through gifts from Mr. and Mrs. George C. Thomas, Jr., of New Jersey and Florida.

THE GRAVES H. THOMPSON '27 SCHOLARSHIP was established in 1996 by gifts from alumni, friends, and colleagues in honor of Dr. Graves H. Thompson '27, Blair Professor Emeritus of Latin. Preference is given to a Classics major, or otherwise to a student majoring in a field of the humanities. Financial need is only a secondary consideration.

THE KATHERINE S. AND PAUL S. TRIBLE SCHOLARSHIP was established in 1983 by former U.S. Senator Paul S. Tribble, Jr. '68, in honor of his parents. The scholarship is awarded to a Virginian who plans a career in business or government. The scholarship is administered by the Honors Council as part of the College's Merit Awards.

THE PAUL TRIBLE PUBLIC SERVICE PROGRAM SCHOLARSHIP was established in 1989 by former U. S. Senator Paul S. Tribble, Jr. '68, of Virginia. A recipient is named annually from among those in the Public Service Certificate Program.

THE ALBERT JAMES TRUITT AND JULIA HARRISON TRUITT MEMORIAL SCHOLARSHIPS were established in 1949 through a bequest under the will of Julia E. Truitt of Norfolk, Virginia, and are given for the assistance of students studying for the ministry.

THE ACHILLES L. TYNES SCHOLARSHIPS were established in 1958 by the Misses Eliza I. and Frances M. Tynes of Tazewell, Virginia, in memory of their brother, a member of the class of 1894 and a trustee of the College for 36 years.

THE RICHARD MORTON VENABLE SCHOLARSHIP was established in 1964 by a gift of Mr. and Mrs. Richard Morton Venable '20 of Charleston, West Virginia. Mr. Venable was a direct descendant of Nathaniel Venable of "Slate Hill," one of Hampden-Sydney's founders and a charter trustee. The scholarship is administered by the Honors Council as part of the College's Merit Awards.

THE VIAR SCHOLARSHIP was established in 1994 by Trustee Joseph F. Viar, Jr. '63. This scholarship is awarded to students who demonstrate financial need and who uphold the ideals of Hampden-Sydney College. In keeping with the Hampden-Sydney tradition of the well-rounded man, preference is given to students who participate in extracurricular activities.

THE WACHOVIA BANK, N.A., SCHOLARSHIP was established in 1991. Award is based on financial need; preference is given to students from Virginia who are economics majors.

THE WADDELL-GORDON SCHOLARSHIP was established in 1952 by Mr. James W. Gordon, Jr. '32, of Richmond, Virginia, as a memorial to Dr. James Waddell (1739-1805), "the blind preacher," and Colonel James Gordon of Lancaster County (1714-1768), leaders in the establishment of the Presbyterian Church in the Colony of Virginia. James Gordon's granddaughter and James Waddell's daughter, Janetta Waddell, was the wife of Archibald Alexander, third president of Hampden-Sydney College.

THE JOSEPH MOSS WHITE AND JOSEPHINE VIRGINIA BROWN WHITE SCHOLARSHIP was established in 1975 by Mr. Joseph W. White, Jr. '54, Mrs. James S. White, and Dr. Paul F. White '60 in honor of their parents, and supplemented by memorial gifts in honor of Mr. J. M. White '25.

THE GORDON C. WILLIS SCHOLARSHIP was established in 1985 by Gordon C. Willis '42 of Roanoke, Virginia, in memory of his brother, Holman Willis, Jr. '38. The scholarship is awarded to students who demonstrate evidence of financial need.

THE JASPER DENNIS WILSON SCHOLARSHIP was established in 1996 by his son, Hampden-Sydney President Samuel V. Wilson. Preference is given to African-American students and, to the extent practicable, to those who intend to major in English.

THE JESSIE REAMES YOUNG AND CHARLES REAMES YOUNG SCHOLARSHIP was established by Mr. Fred W. Young, Sr. '09, and supplemented by gifts from Mr. Fred W. Young, Jr. '44. Preference is given to residents of Dinwiddie County or Petersburg, Virginia.

ANNUAL SCHOLARSHIPS

Hampden-Sydney College recognizes the importance and generosity of the contributions of alumni, parents, and friends to the annual scholarship fund. Annual scholarships are not individually designated unless the donor has agreed to a significant annual contribution to be awarded each year over a number of years.

THE JAMES ALLEN SCHOLARSHIP was established in 1985 by family members and friends to honor the memory of James Allen, a founding trustee of Hampden-Sydney College. Selection of recipients is based on superior academic achievement and/or financial need. Preference is given to students from Amelia, Nottoway, and Prince Edward Counties, or, if none qualify from these areas, Southside Virginia. Qualified descendants of James Allen also are given preference.

THE BERNARD E. AND EDNA B. BAIN SCHOLARSHIP was established in 1981 by Edna B. Bain of Lynchburg, Virginia, in memory of her husband, Dr. Bernard E. Bain '28, D.D. '52, and is awarded to students who are studying for the Christian ministry.

THE BAIRD-LALENDORF SCHOLARSHIP was established in 1992 by gifts from Robert G. and Gretchen L. Rogers of Hampden-Sydney College in honor of their parents. The scholarship is awarded to an entering freshman who demonstrates financial need. Preference is given to students who attended rural public schools located in Prince Edward and the seven contiguous counties. Should no local student meet the criteria, the award is given to an entering freshman with need from a rural public school in Virginia.

THE JOHN M. BORDERS, M.D., MEMORIAL SCHOLARSHIP was established through an annuity with The Presbyterian Foundation, Inc. (U.S.), by the Reverend Isaac D. Borders in memory of his father, Dr. John M. Borders.

THE BRUSH SCHOLARSHIP was established in 1998 by C. Beeler Brush of Hampden-Sydney, Virginia, in memory of his parents, Clinton E. Brush III, and Martha Stockton Brush, of Nashville, Tennessee. The scholarship is awarded to a student in good academic standing who has demonstrated financial need. Preference is given to a Fine Arts major, and if none qualifies, to an English major.

THE BURROUGHS MEMORIAL SCHOLARSHIPS were established through the wills of Mabel C. and Charles F. Burroughs of Norfolk, Virginia. A number of annual scholarships are available to students from the Tidewater area who are selected by the Norfolk Foundation upon the recommendation of the College. Students should apply directly to The Norfolk Foundation, 406 Royster Building, Norfolk, Virginia 23510.

THE EDMUND MADISON CHITWOOD, JR., MEMORIAL SCHOLARSHIP was established in 1985 by Dr. and Mrs. W. Randolph Chitwood, Jr. '68, and Dr. W. Randolph Chitwood, Sr. '41, in memory of their uncle and brother, Dr. Edmund Madison Chitwood, Jr. '43. This fund assists pre-medical students with financial need.

THE NELSON W. COE III MEMORIAL SCHOLARSHIP was established in 1969 by Mr. and Mrs. Charles E. Coe in memory of Mr. Coe's brother, Nelson W. Coe III '59. Preference is given to students from either Westminster Presbyterian Church in Alexandria, Virginia, or Heritage United Presbyterian Church in Fairfax County, Virginia.

THE H. SPENCER EDMUNDS MEMORIAL SCHOLARSHIP was established in 1950 by the Second Presbyterian Church, Roanoke, Virginia, as a ministerial scholarship in memory of its former pastor, the Reverend Mr. H. Spencer Edmunds.

THE WILLIAM FITZGERALD MEMORIAL SCHOLARSHIPS were established in 1968 by St. Giles Presbyterian Church, Richmond, Virginia. The scholarships are awarded to worthy upper-classmen with financial need who plan to enter church-related vocations.

THE GEORGE C. "CHIP" FREEMAN III MEMORIAL SCHOLARSHIPS were established in 1974 in memory of George C. "Chip" Freeman III '76 by his parents, Mr. and Mrs. G. C. Freeman, Jr. '52, and his brother, Douglas M. Freeman, and are funded by the George C. Freeman III Memorial Trust. The scholarship is administered by the Honors Council as part of the College's Merit Awards.

THE HOUSTON COUNTY SCHOLARSHIP, established in 1998, is awarded to an African-American student from the town of Dothan in Houston County, Alabama, who demonstrates financial need. If no such student qualifies, the scholarship will be awarded to an African-American student from a county contiguous to Houston County, and alternatively, to an African-American student from the state of Alabama. The scholarship may be awarded to the same student for more than one year.

THE MARTHA L. MAYO SCHOLARSHIP was established in 1997 by Dr. and Mrs. Thomas T. Mayo IV of Hampden-Sydney in memory of his mother, Martha L. Mayo, and in honor of her two grandchildren who graduated from Hampden-Sydney College.

THE MCGUIRE-BOYD SCHOLARSHIP has been funded through annual gifts since 1965 by Mr. James Nalle Boyd '58 and Mr. John Peyton McGuire Boyd '64 of Richmond, Virginia, in memory of their parents, Mr. and Mrs. John W. Boyd. The scholarship is administered by the Honors Council as part of the College's Merit Awards.

THE MISSIONARY EMERGENCY FUND SCHOLARSHIPS are funded by annual grants from The Missionary Emergency Fund to support students preparing for ministerial study.

THE M.W. "DYKE" PEEBLES, JR. SCHOLARSHIP was established in 1998 by J. Fain Peebles '78, his wife Diana, and sons Alex, Mackie and James, in honor of Fain's father, Dyke. The scholarship is awarded to a student with financial need, with preference given to an entering freshman who demonstrates academic strength, and who is a resident of the Central, South Central, or South-eastern regions of Virginia.

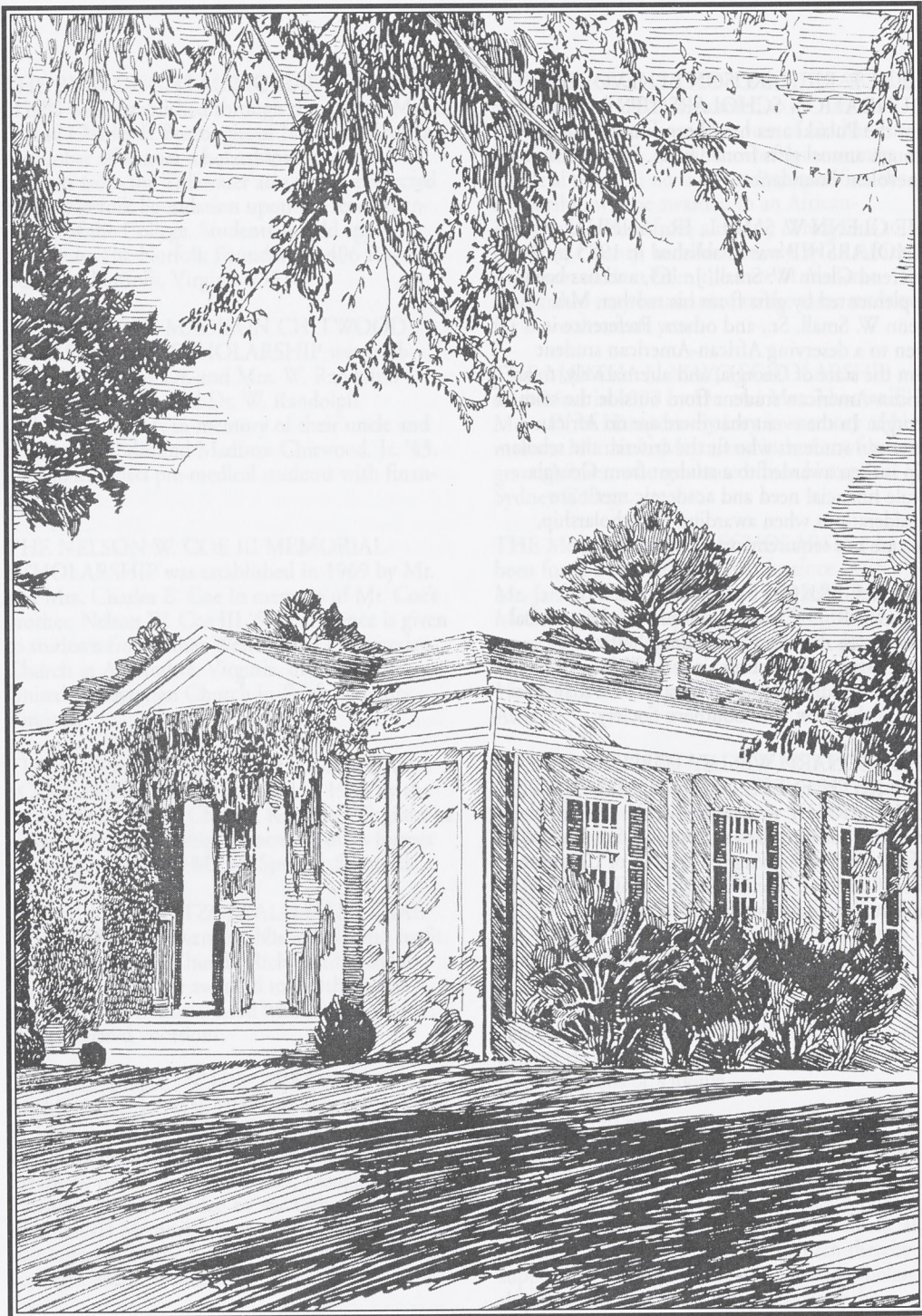
THE PRESBYTERIAN CHURCH SCHOLARSHIPS. In recognition of the historic and continuing ties between Hampden-Sydney and the Presbyterian Church, the Synod of the Virginias provides funds each year to be used for financial assistance to Presbyterians. The Church thereby supports the College in blending sound scholarship with the principles and practices of the Christian faith.

THE C. E. RICHARDSON BENEVOLENT FOUNDATION SCHOLARSHIPS for students from the Pulaski area have been funded since 1985 through annual gifts from The C. E. Richardson Benevolent Foundation.

THE GLENN W. SMALL, JR., ANNUAL SCHOLARSHIP was established in 1985 by the Reverend Glenn W. Small, Jr. '63, and has been supplemented by gifts from his mother, Mrs. Glenn W. Small, Sr., and others. Preference is given to a deserving African-American student from the state of Georgia, and alternatively, to an African-American student from outside the state of Georgia. In the event that there are no African-American students who fit the criteria, the scholarship is then awarded to a student from Georgia. While financial need and academic merit are considerations when awarding the scholarship, they are not requirements.

THE ALGERNON SYDNEY SULLIVAN SCHOLARSHIPS have been provided by annual grants from the Algernon Sydney Sullivan Foundation of New York since 1936 in memory of Algernon Sydney Sullivan, founder and first president of the New York Southern Society.

THE LEONARD WESLEY TOPPING, SR., AND RUTH EVELYN WRIGHT TOPPING SCHOLARSHIP was established in 1991 by the Reverend Leonard Wesley Topping, Sr. '30, and his wife, Ruth Evelyn Wright Topping, of Charlotte, North Carolina. The scholarship is awarded to students who demonstrate financial need.



COLLEGE CHURCH (1860)

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CANDIDATES FOR DEGREES

May 9, 1999

DOCTOR OF HUMANE LETTERS

Benjamin C. Mathes

DOCTOR OF LAWS

Lawrence S. Eagleburger

BACHELOR OF ARTS

George Franklin Albright IIIFalls Church, Virginia
Matthew Mitchell Anderson.....Harrisonburg, Virginia

Cum laude

James Ashby IVFredericksburg, Virginia
Tygh Landon BailesPowell, Ohio
Dorion Hamilton BakerMechanicsville, Virginia
William Gregory Baldwin, Jr.....Charlottesville, Virginia

In absentia

Benjamin Gibson BarbourMineral, Virginia
Daniel Lee Barlow.....Rocky Mount, North Carolina

Honors in Political Science

Barret Paul BernardWaynesville, North Carolina
Jonathan Paul BierowskiChesterfield, Virginia
James Jason BlanchardMechanicsville, Virginia
Matthew Murphy Bloch.....Charlotte, North Carolina
Robert Justin BohorfoushBirmingham, Alabama

Cum laude

Sherwood Hornsby BowditchGloucester, Virginia
Gerald Russell BradshawWindsor, Virginia
Robert Banks BrownMontgomery, Alabama
Ashley Brooks Browning.....Richmond, Virginia
Jason Miller Bryant.....Richmond, Virginia
William Lewis BryantRichmond, Virginia

Cum laude

Richard Chamberlaine Burroughs, Jr.	Virginia Beach, Virginia
Tyler John Carney	Wilmington, Delaware
Timothy James Cattie.....	Monroe, North Carolina
Timothy N. Clary.....	Blackstone, Virginia

Magna cum laude

Shawn Cassidy Cowling	Waverly, Virginia
Riffe Campbell Culpepper	Cashiers, North Carolina
Peter Michael Cummings, Jr.....	Virginia Beach, Virginia
Jennings Story Custis	Onancock, Virginia
Johnson Wyche Davis	Jarratt, Virginia
Reid Jones Davis	Jacksonville, Florida
Drew Christopher DeLaney	Mobile, Alabama
Christopher Michael DeMasi.....	Annandale, Virginia
Thomas L. Dickens III	Seneca, South Carolina

Cum laude

Edwin Earl Donaldson II	Rome, Georgia
Christopher Hamilton Dowdy	Farmville, Virginia
William Travis Ellwanger	Walkerton, Virginia
Robert D. English	Arlington, Virginia
Steve Belinga Essama	Gaithersburg, Maryland
Jacob Kellam Fleck	Richmond, Virginia
Gregory Ray Foxx	Fall Branch, Tennessee
Stacey Allen Franklin	Farmville, Virginia
Meredith Baker Freeman III	South Hill, Virginia
Hunter Bernard Frischkorn IV.....	Richmond, Virginia
John Curtis Fruit, Jr.	Virginia Beach, Virginia
Stanford Taylor Garnett IV	Aiken, South Carolina
Matthew Stephen Garrison	Paducah, Kentucky
Kevin Franklin Garst.....	Salem, Virginia
Ralph Zachary Garza	Hampden-Sydney, Virginia

Cum laude

Thomas Andrew Gillespie	Culpeper, Virginia
Everett Neil Gilliss	Chincoteague, Virginia

Cum laude

James Fletcher Goodmon, Jr.	Raleigh, North Carolina
John Pendleton Goodwin	Roanoke, Virginia
Kevin Christopher Gordon	Graniteville, South Carolina

Magna cum laude

Clinton Vaughan Gowen	Halifax, North Carolina
David Roland Gray	Charlottesville, Virginia
John Phillip Griswold.....	Kingsport, Tennessee
Steven Michael Haas.....	Richmond, Virginia
Andrew Michael Habenicht.....	Richmond, Virginia

Cum laude, Honors in English

Harvey Edward Hales III.....	Atlanta, Georgia
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Sidney Lesesne Hamilton	Montgomery, Alabama
Andrew Butler Hampton	Chesapeake, Virginia
<i>Magna cum laude</i>	
Byron Woodward Harris	Charlottesville, Virginia
Richard Robert Heath, Jr.	Charleston, West Virginia
<i>Magna cum laude, Honors in Political Science</i>	
Robert Charles Henson	Atlanta, Georgia
David A. Hobbs, Jr.	Tuscaloosa, Alabama
<i>Summa cum laude</i>	
John Philip Hodson, Jr.	Columbia, South Carolina
William George Homiller	Midlothian, Virginia
<i>Summa cum laude, Honors in Political Science</i>	
Stephen Greene Hopkins	Carlisle, Kentucky
<i>Summa cum laude, Honors in Political Science</i>	
Roger Nelson Hopper	Saluda, Virginia
Ryan Thomas Hutchins	Raleigh, North Carolina
<i>Cum laude</i>	
James Michael Irvin, Jr.	Columbus, Georgia
William Gustav Johnson	Jackson, Mississippi
Brian David Johnston	Charlotte, North Carolina
Craig Anthony Jones	Christiansburg, Virginia
<i>In absentia</i>	
Stephen Burnett Jones	Alexandria, Virginia
John David Jordan	Atlanta, Georgia
<i>Honors in History</i>	
Anthony D. Joyce	Roanoke, Virginia
John Andrew Kavaliunas	Chevy Chase, Maryland
George Garfield Keener IV	Kingsport, Tennessee
<i>Summa cum laude, Honors in Political Science</i>	
Jason Barrett Kello	Courtland, Virginia
Daniel Sean Kelly	Matthews, North Carolina
Scott Powell Ketcham	Hawley, Pennsylvania
Michael J. Koch	Depew, New York
Nathaniel A. Kouns	Mount Dora, Florida
Timothy Colin Kowalewski	Towson, Maryland
Manuel Javier Lassaletta	Lynchburg, Virginia
Daniel Franklin Layman	Harrisonburg, Virginia
<i>Cum laude, Honors in History</i>	
Gregory Scott Leonard	Hillsville, Virginia
Denison McCord Livaudais	Germantown, Tennessee
Kyle Lundine Loveless	Bryan, Texas
John Miller Lowry	Charlotte, North Carolina
Paul Vincent Lozito	Mechanicsville, Virginia
Brian P. Mackey	Virginia Beach, Virginia
<i>Summa cum laude, Honors in Psychology</i>	
Raymond Joseph Marocco III	Lutherville, Maryland

Jonathan Lansing Martin.....Arlington, Virginia

Cum laude

John Elliott MasonRichmond, Virginia

Hunter Darden McCaaVirginia Beach, Virginia

Andrew Radel McElroy III.....Fairfield, Connecticut

Alexander Henry MintenSan Antonio, Texas

Richard Thomas Morgan, Jr.....Tyro, Virginia

William Tay Moss.....Wharton, New Jersey

Cum laude

Braxton G. Edward Naff.....Roanoke, Virginia

John Reeves Oakman IIIFredericksburg, Virginia

Douglas Mills Palmer IVVienna, Virginia

Andrew Michael PritchettFort Worth, Texas

Edward Lester Pugh II.....Waynesboro, Virginia

John Sphar Pumphrey.....Winchester, Kentucky

Magna cum laude

James Taplin RankinRichmond, Virginia

Charles Edgerton ReddingAsheboro, North Carolina

Michael L. ReidyVirginia Beach, Virginia

Albert Eugene Rhodenizer IIICharlottesville, Virginia

Robert Christian RickersKenbridge, Virginia

Alex David Robbins.....Richmond, Virginia

Jeremy Daniel Rucker.....Annandale, Virginia

Magna cum laude

Christopher Todd Rudzinski.....Richmond, Virginia

Robert F. Sandlass, Jr.....Bel Air, Maryland

John Neal ScottLexington, Virginia

John Gilbert Shannon.....Birmingham, Alabama

Magna cum laude

Eric Maxwell ShoenfeldRoanoke, Virginia

Edward Duer Smith.....Timonium, Maryland

Cum laude

Ryan Imants SmitsRockville, Maryland

Adam Francis StocktonSarasota, Florida

Curtis Hillman Straub III.....Fredericksburg, Virginia

Jonathan T. Street.....Huntsville, Alabama

In absentia

Bryan Scott SuttonRichmond, Virginia

Kevin Thomas TerminellaRichmond, Virginia

James Edwin ThatcherHuntington, New York

Summa cum laude, Honors in History

Gregory Alan ThomasGlen Easton, West Virginia

William J. Toomey IIHouston, Texas

Cum laude

William Guy Morton TornabeneFarmville, Virginia

Victor Benjamin Tremonte.....Jackson, Mississippi

James Calvin Vaughan, Jr.	Richmond, Virginia
Marion Baxter Vendrick, Jr.	Norfolk, Virginia
Thomas Richard Waskom	Severna Park, Maryland
Jason Alexander Weis	Vienna, Virginia

Honors in Philosophy and Religion

Joseph Stevenson Wells	Wilmington, North Carolina
Robert Stephen Westbrook II	Irvington, Virginia
Meade Whitaker III	Birmingham, Alabama
Brantley Dexton Whitley	Fort Valley, Georgia
Scott Robert Wiggans	Athens, Georgia
John Worthington Williamson	Petersburg, Virginia
Brent Trammell Wilson	Birmingham, Alabama
Brent McCallum Wright	Raleigh, North Carolina
Francis Edmund Zellner	Daphne, Alabama

Magna cum laude, Honors in Economics

BACHELOR OF SCIENCE

Christopher Edward Allmond	Hanover, Virginia
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Cum laude, Honors in Physics

Daniel Anthony Armata	Richmond, Virginia
M. D. Bitner	Greensboro, North Carolina

Summa cum laude

Walton Gibson Bondurant III	Smithfield, Virginia
Bradley Nace Boswell	Gretna, Virginia
Bryant Jackson Carter	Wilmington, Delaware
Matthew Allen Chidley	Richmond, Virginia

Cum laude

Richard Poellnitz Cook	Birmingham, Alabama
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Summa cum laude

Kenneth Procter Lane Fishburne	Richmond, Virginia
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Cum laude

Greshaun J. Fulgham	Virginia Beach, Virginia
Richard D. Furr, Jr.	Wilmington, North Carolina
Albert Ritchie Gillespie II	Fort Defiance, Virginia

Magna cum laude

Todd Anthony Goodnight	Halifax, Virginia
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Summa cum laude

John Bradley Grafton	Doraville, Georgia
Stuart Ryan Grubb	Atlanta, Georgia
Justin Patrick Holofchak	Lynchburg, Virginia
Haden Booth Hopkins	Ashland, Virginia
John Darden Hurt	Smithfield, Virginia
Justin Alan Kelly	Grafton, Virginia

Michael P. LathamNewport News, Virginia
 Coite Bennett ManuelVidalia, Georgia

Magna cum laude

Matthew James McAuliffe.....Mooresville, North Carolina
 Adam Allan OlchowskiEllicott City, Maryland

Magna cum laude

Owen Davis SeelyVinton, Virginia

Cum laude

James Ira ShewLong Beach, North Carolina

Summa cum laude, Honors in Applied Mathematics

David Lloyd Smith.....Kechi, Kansas
 Douglas Andrew WebbCharlotte, North Carolina

DEGREES GRANTED AUGUST 1998

Brian Allan Baber.....Winchester, Kentucky
 Matthew Floyd BairdCarson, Virginia
 Wade Kirkland BlackwoodRichmond, Virginia
 Jonathan Haywood Carwile.....Farmville, Virginia
 Brian Timothy ChurchCharlotte, North Carolina
 Mark Stewart DreuxCroton Falls, New York
 Eric Hernan EsquivelHilton Head Island, South Carolina
 Peter K. GriffithSouth Charleston, West Virginia
 Jonathan Stuart Jackson.....Dallas, Texas
 Joseph Carl Kincheloe III.....Hampden-Sydney, Virginia
 H. Paul LovelaceLexington, Kentucky
 Patrick McClintock Martin.....Chase City, Virginia

TROPHIES AND AWARDS PRESENTED AT GRADUATION

THE GAMMON CUP

The Gammon Cup is given annually to the male member of the graduating class who has best served the College and whose character, scholarship, and athletic ability are deemed to be outstanding. First awarded in 1925, the cup was given every year by Dr. Edgar Gammon, Class of 1905, Pastor of College Church 1917-1923, and President of the College 1939-1955. After Dr. Gammon's death in 1962, his family continued the tradition. More recently, gifts from his son, Blair C. Gammon, and from Dr. and Mrs. Claudius H. Pritchard, Jr. '50, have insured that the cup and a stipend will continue in perpetuity.

1999 Recipient: David Hobbs '99

THE ALGERNON SYDNEY SULLIVAN MEDALLION

The Algernon Sydney Sullivan Medallion is given annually by the New York Southern Society in honor of its first president, Algernon Sydney Sullivan. This award is given to a member of the graduating class distinguished for excellence of character and generous service to his fellows. Other recipients are chosen from those friends of the College who have been conspicuously helpful to and associated with the institution in its effort to encourage and preserve a high standard of morals.

1999 Recipients: John S. Pumphrey '99
Coite B. Manuel '99
William E. Thompson
Paul S. Baker

THE ANNA CARRINGTON HARRISON AWARD

The Anna Carrington Harrison Award, a medal and cash award, is given annually as a memorial to his mother by Mr. Fred N. Harrison of Richmond. It is awarded to that student who

shows the most constructive leadership in each school year.

1999 Recipient: Greshaun J. Fulgham '99

THE SAMUEL S. JONES PHI BETA KAPPA AWARD

The Phi Beta Kappa Award for Intellectual Excellence, in the form of a bronze medallion and a check for \$1,000, was established by Samuel S. Jones, Class of 1943, to recognize intellectual excellence as manifested in outstanding student research. Papers are entered in a competition judged by the Faculty members of the Eta of Virginia, Hampden-Sydney's chapter of Phi Beta Kappa.

1999 Recipients: James E. Thatcher '99
Roger N. Hopper '99

THE CABELL AWARD

Given annually to "a Hampden-Sydney faculty member in recognition of outstanding classroom contribution to the education of Christian young men." The Cabell Award was created by the Robert G. Cabell III and Maude Morgan Cabell Foundation to assist the College in attracting and keeping professors of high ability and integrity.

1999 Recipient: Susan P. Robbins

THE ROBERT THRUSTON HUBARD IV AWARD

Given annually in memory of Robert Thruston Hubbard IV, a member of the Class of 1935 and a professor of political science from 1946 until 1982, to that member of the faculty or staff most distinguished for active devotion and service to the College and her ideals.

1999 Recipient: Tony Shaver

THE THOMAS EDWARD CRAWLEY AWARD

The diverse, deep, and rich legacy given by the late Professor Thomas Edward Crawley in his thirty-eight year career as teacher, scholar, musician, and Dean is remembered at Hampden-Sydney with an award given annually in Professor Crawley's name to "that professor most distinguished for devoted service to the ideals of Hampden-Sydney and the education of her sons."

1999 Recipient: James Y. Simms

OMICRON DELTA KAPPA

Members of the Class of 1999

Matthew D. Bitner
 Timothy N. Clary
 K. Procter L. Fishburne
 Greshaun J. Fulgham
 William W. Glover
 Todd A. Goodnight
 Andrew M. Habenicht
 David A. Hobbs
 William G. Homiller
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Haden B. Hopkins	Ashland, Virginia	Christopher T. Rudzinski	Richmond, Virginia
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Roger N. Hopper	Saluda, Virginia	Burke D. Saunders	Wallace, North Carolina
Christopher M. Humphries	Lynchburg, Virginia	John N. Scott	Lexington, Virginia
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 Francis E. Zellner Daphne, Alabama

Number of Students by States, Territories, and Foreign Countries — 1998-99

Alabama	30	Massachusetts	4	Texas	26
California	2	Michigan	2	Virginia	527
Connecticut	5	Minnesota	4	Washington	2
Delaware	3	Mississippi	7	West Virginia	27
District of Columbia	3	Missouri	1	Wisconsin	1
Florida	24	New Jersey	8		
Georgia	33	New Mexico	1	Number of States	33
Idaho	1	New York	11		
Illinois	1	North Carolina	95		
Indiana	1	Ohio	4	<i>Foreign Countries</i>	
Kentucky	11	Oklahoma	2	Belgium	1
Louisiana	17	Pennsylvania	7	France	1
Maine	1	South Carolina	38	Jamaica	1
Maryland	40	Tennessee	22	Taiwan	1

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